DOCUMENT RESUME

ED 239 661 JC 820 504

AUTHOR Pedras, Melvin J.
TITLE The Conceptualization and Development of a Staff Development Model for Community College Part-Time Faculty.
PUB DATE Oct 82
NOTE 190p.; Ed.D. Dissertation, University of Nevada.
PUB TYPE Dissertations/Theses - Doctoral Dissertations (041) -- Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS *Administrator Attitudes; Administrators; Community Colleges; *Faculty Development; Full Time Faculty; *Part Time Faculty; *Program Development; Questionnaires; School Surveys; *Teacher Attitudes; Two Year Colleges

ABSTRACT

A study was conducted to provide data that could be used in the conceptualization and development of a staff development model for part-time faculty at Clark Community College (CCC). The study involved a review of the literature on part-time faculty development and a survey of administrators and full- and part-time faculty at CCC. Based on study findings, the following part-time faculty training needs were identified and prioritized: community college mission, instructional development and delivery, legal aspects of education, and classroom and laboratory management. Part-time faculty perceived their own need for training in these areas as lower than full-time faculty and much lower than administrators perceived part-time faculty needs to be. The training model that resulted from the study included the following components: (1) administration of the training; (2) determination of training needs; (3) development and organization of curriculum components; (4) identification of populations to be served; (5) logistics of the training program; (6) funding; and (7) support services. Appendices include the survey instrument and written responses of part-time faculty. (Author/LAL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED239661

THE CONCEPTUALIZATION AND DEVELOPMENT OF A STAFF DEVELOPMENT MODEL FOR COMMUNITY COLLEGE PART-TIME FACULTY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. J. Pedras

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

by

Melvin J. Pedras

A Dissertation Submitted to the Faculty of the

COLLEGE OF EDUCATION

In Partial Fulfillment of the Requirements for the

Degree of

DOCTOR OF EDUCATION

In the Graduate College

UNIVERSITY OF NEVADA, LAS VEGAS

October 1982

JC 820 504

The dissertation of Melvin J. Pedras is approved:

Advisor Anthony Saville

Examining Committee Member George Kaiima

Examining Committee Member L J Samson

Graduate Faculty Representative

Graduate Dean

University of Nevada,

Las Vegas

October 1982

ABSTRACT

THE CONCEPTUALIZATION AND DEVELOPMENT OF A STAFF DEVELOPMENT MODEL FOR COMMUNITY COLLEGE PART-TIME FACULTY

by

Melvin J. Pedras, Doctor of Education

University of Nevada, 1982

Major Professor: Dr. Anthony Saville

Department: Educational Administration & Higher Education

Purpose

The purpose of the study was to provide data which could be used in the conceptualization and development of a staff development model for community college part-time faculty. A series of questions, based on a review of literature and advisory committee suggestions, were developed and served as a basis for the study.

Study Procedure

The procedure for the conduct of the study involved a review of literature and a questionnaire survey of community college professional staff. Collected data was tabulated, analyzed, reported as descriptive information and used in the development of a training model for part-time faculty.

Findings

The data indicated that community college part-time faculty training needs could be identified and placed into a prioritized arrangement of major catagories. These included: (1) mission of the community college, (2) instructional development and delivery, (3) legal aspects of education, and (4) classroom and lab management of education. A further result of the data analysis was the identification of specific staff development components which were ultimately used in the design of a training model. These included: (1) administration of the training, (2) determination of the training needs, (3) development and organization of curriculum components, (4) identification of populations to be served, (5) logistics of the training program, (6) funding, and (7) support services. A final result of the study included the identification of optimum desirable conditions for the conduct of staff development activities.

Conclusions

The following conclusions resulted from the study:

1. There is a recognized need by professional community college staff that effective in-service staff development for part-time faculty is desirable.
2. That specific staff development needs can be be identified by part-time faculty.
3. That a model for the staff development of

part-time faculty can be developed from identified training needs.

4. That optimum desirable conditions for the conduct of staff development training can be identified.
5. That differences among community college staff do exist with respect to part-time faculty staff development needs.

(163 pages)

ACKNOWLEDGEMENTS

It is with sincere gratitude that I wish to thank all those who were instrumental in helping me to complete this study. Space does not allow for the listing of all by name but this does not diminish the importance of their involvement.

I wish to gratefully acknowledge the members of my doctoral committee, Dr. Anthony Saville; Chairman, Dr. George Kavina, Dr. George Samson and Dr. Paul Loveday. They provided me with the encouragement, guidance and especially significant, role models of the professional educator.

With deepest love and admiration, I wish to thank my wife Cathy and son David for their untiring support and encouragement. Without their belief in the personal and professional benefits of scholarly research this project would never have been carried to fruition.

Finally, I would like to thank the administration and staff of Clark County Community College for their willingness to participate in the study. A special thanks is expressed to Dr. Judith Eaton, President of the College for the time she allowed me in the writing of my dissertation and the constant professional support she granted.

CONTENTS

Page

ABSTRACT iii

ACKNOWLEDGEMENTS vi

LIST OF TABLES x

LIST OF FIGURES xii

Chapter

I. INTRODUCTION TO THE STUDY 1

Statement of the Problem 4

Assumptions 5

Limitations of the Study 6

Study Procedure 7

Survey Instrument & Statistical Analysis . . 8

Definition of Terms 9

Organization of the Study 10

II. REVIEW OF LITERATURE 12

Investment in Faculty Staff Development . . . 12

Significant Issues Related to Part-Time Faculty Staff Development 15

Elements of Significant Community College Part-Time Faculty Staff Development Projects 23

Summary 34

III. RESEARCH DESIGN AND PROCEDURES 36

A Review of Literature 36

Chapter Page

A Survey of Community College Faculty and Staff 37
Development and Construction of a Staff Development Model 43
Summary 44
IV. PRESENTATION AND DISCUSSION OF THE DATA 45
Collection and Analysis of the Data 46
General Demographic Data (Part I) 49
Staff Development Needs for Part-Time Faculty (Part II) 61
Optimum Desirable Conditions for the Staff Development of Part-Time Faculty (Part III) 96
Summary 108
V. A MODEL FOR THE STAFF DEVELOPMENT OF COMMUNITY COLLEGE PART-TIME FACULTY 110
Administration of the Training 111
Determination of the Training 112
Development and Organization of Curriculum Components 113
Identification of Populations to be Served . 115
Logistics of the Training Program 117
Funding 118
Support Services 119
Summary 121
VI. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS . . . 122
Summary of Faculty Characteristics and Research Questions 123

Chapter Page

Conclusions 131

Recommendations 132

BIBLIOGRAPHY 134

APPENDIXES 138

Appendix A: Personal Correspondence 139

Appendix B: Cover Letter & Questionnaire . . 141

Appendix C: Study Advisory Committee 149

Appendix D: Computer Programs for Data Analysis - SPSS 151

Appendix E: General Comments from Part-Time Faculty Regarding In-Service Staff Development Training . . 155

TABLES

Table		Page
1.	Questionnaire Item Identification and Selection	40
2.	Frequency Distribution of Staff Responding to Survey Instrument	47
3.	Frequency Distribution of Staff According to Sex	49
4.	Position Currently Held at Clark County Community College	50
5.	Number of Years in Current Position	52
6.	Number and Sex of Full-Time Faculty Teaching in a Single Area	53
7.	Number and Sex of Full-Time Faculty Teaching in a Double Area	54
8.	Number and Sex of Part-Time Faculty Teaching in a Single Area	55
9.	Number and Sex of Part-Time Faculty Teaching in a Double Area	57
10.	Total Years as a Professional Educator at Any Institution	59
11.	Highest Degree Held	60
12.	Part-Time Faculty Training Needs in Instructional Development and Delivery	63
13.	Rank Order of Part-Time Faculty Training Needs in Instructional Development and Delivery	68
14.	Part-Time Faculty Training Needs in the Legal Aspects of Education	88
15.	Rank Order of Part-Time Faculty Training Needs in the Legal Aspects of Education	90
16.	Part-Time Faculty Training Needs Dealing With the Mission of the Community College	91

TABLES (cont.)

Table		Page
17.	Rank Order of Part-Time Faculty Needs Dealing With the Mission of the Community College	93
18.	Part-Time Faculty Training Needs in the Classroom and Lab Management of Education . .	95
19.	Rank Order of Part-Time Faculty Training Needs in the Classroom and Lab Management of Education	96
20.	Optimum Desirable Conditions for the Staff Development of Part-Time Faculty	98

FIGURES

Figure		Page
1.	Those Months Which are Particularly Convenient for Staff Development Workshop Activities . .	102
2.	Maximum Average Cost Per Day That Would Be Paid By Part-Time Faculty	104
3.	Part-Time Faculty Members Should Be Required to Participate in Staff Development Activities as a Part of Their Commitment to the Teaching Profession	105
4.	Part-Time Faculty Increases Should Reflect Direct Participation in Staff Development Activities	106
5.	If In-Service University Credit Can Be Arranged for Staff Development Workshops, Would You Take Advantage of the Offer? . . .	107

CHAPTER I

INTRODUCTION TO THE STUDY

Throughout the 1970's and into the present decade of the 80's, staff development in the community college has become a major priority on many two year campuses (Hammons, 1976). Conferences, workshops, seminars, university degree programs and training institutes directed toward community college faculty and staff have proliferated. Likewise, the literature of staff development, especially that pertaining to in-service training as initially identified by Wallace (1975) and Tirrell (1976), has grown at an accelerated pace.

The need for staff development programs for full-time faculty has been well documented by numerous research studies. O'Banion (1972) stated that in-service training needs strong support because it provides the best opportunity for community colleges to renew and expand their programs. Unless staff members are supported in their professional development, the needs of students cannot be met. According to Houston and Pankratz (1980, p. iv): "The tragedy in American education is that, in spite of the high interest in staff development, current efforts are meager with trival results in terms of the teaching profession."

The community college not only has dared to

examine itself but increasingly seeks a total comprehensive picture of its effectiveness in fulfilling its declared purpose and mission. However, according to Sessions (1979) there is an important constituency of the two year college which is the part-time faculty member. Bender and Hammons (1972) related that few institutions have given serious attention to the critical role of part-time faculty and even fewer have developed structured plans for training and servicing them.

Bentley (1975) suggested that a growing, developing staff is the focus of a good educational program. Blake (1972, p. 12) supported the need for a strong staff development program with the following statement: ". . . if a social institution such as the community-junior college is to continue to respond to ever changing needs of society, its staff must be continually retrained and upgraded." Hammons (1975, p. 179) reported the recommendations of a group of educators who met for a conference in Pensylvania: ". . . staff development programs should be developmental, democratic, inclusive, supportive, self-evaluative, self-prescriptive, and wide spectrum."

Although staff development for full-time community college faculty has been a concern for some time and formal attempts to assess specific needs made by researchers such as Samlin (1967), American Association of Junior Colleges (1969) and O'Banion (1972), only recently has any interest been shown in the part-time instructor. Anderson (1972, p. 64) has written that colleges must consider several

vital cadre of part-time faculty. Of particular importance is the specific recommendation to: "encourage part-timers to participate in faculty meetings and staff training program, and in college affairs in general." Hammons (1975) further suggested that if the talents of the part time faculty are to be maximally utilized, each community college must develop a systematic program of preservice and in-service training for them. Lombardi (1976, p. 18) added credence to this by his statement that: "the lack of staff development, preservice orientation, and in-service training programs for part-time community college instructors is considered a series problem."

In a landmark study conducted by Cohen and Brawer (1977, p. 119) several reasons justifying the need for in-service staff development programs for part-time instructors were delimited:

> The part-time instructors need their own in-service programs. They tend to be less experienced than the full-timers and to read fewer scholarly or professional journals. They are less likely to be members of professional associations and are less concerned with research, with curriculum and instruction, and with the humanities. Their work is often coordinated by an evening division dean, and full-time faculty associate with them little.

It seems apparent from the foregoing data that critical needs exist for the staff development of part-time faculty in the community college. This need is particularly acute in the state of Nevada where the community college system is relatively new. Speaking directly to this issue, the president of Nevada's largest community college,

Dr. Judith Eaton (1981) stated in a personal letter to this writer that:

> Clark County Community College is attempting to develop a comprehensive staff development program for part-time staff and would greatly benefit from recommendations concerning structure and substance in this area. On-going part-time faculty require institutional support as they continue to work with us in the development of programs and the realization of institutional goals. Comprehensive review of adjunct staff needs and concerns followed by a program of implementation based upon identified areas of growth will be of major value to the institution over the years.

In an effort to meet the documented need for staff development of part-time faculty in southern Nevada, the conceptualization, development and validation of an appropriate model for program implementation has been undertaken. The model focuses on the largest community college institution of the state, Clark County Community College and will be implemented in a second phase.

Statement of the Problem

Numerous programs and plans for staff development have been designed for teaching faculty and staff at the community college level (Elioff, 1980). However, there appears to be a void regarding staff development activities for part-time community college staff. This void is especially acute regarding the in-service training of the part-time faculty member. It seems plausible that a staff development model for the training of part-time faculty is needed and can be developed. As a consequence, the major purpose of this study was to conceptualize, develop and

construct a staff development model for community college part-time teaching faculty.

The following questions served as a basis for the study:

1. What were the perceived needs for staff development among community college part-time faculty?
2. To what extent did full-time faculty perceive the needs for staff development among part-time faculty?
3. To what extent did administrators perceive the staff development needs of part-time faculty?
4. Could specific staff development components needed by part-time faculty be identified and integrated into a model program?
5. What were the optimum desirable conditions for the staff development of part-time faculty?
6. Was there an observable difference regarding part-time faculty staff development needs among the three groups in the study?

Assumptions

The following assumptions have been made from the inception of this research:

1. Information resulting from this study would be helpful in planning staff development activities.
2. It was necessary to identify staff development needs as perceived by the benefiting group.

3. Staff development activities would contribute to the achievement of the mission and goals of the community college.
4. Staff development is a necessary and legitimate function of a community college.
5. All participants in the study were employed by Clark County Community College during the academic year of 1981/82.
6. Non-respondents to the survey instrument did not change the overall results of the research study.

Limitations of the Study

1. The study design was a combination of descriptive research and program development.
2. The study populations were selected from Clark County Community College as identified by the office of each division director and the Faculty and Staff Directory for 1981/82.
3. The developed model was validated by a panel of part-time faculty, full-time faculty and administrators on the staff of Clark County Community College.
4. The study results were reported as a planning model upon which a training workshop or series of seminars could be designed and implemented.

Study Procedure

The following procedure was utilized for the conduct of the study:

I. Preliminary formal planning for the study.

A. Review of the literature.

1. Reviewed and studied research methodology appropriate to a teaching staff development study.
2. Reviewed pertinent regional and national research studies.
3. Reviewed periodical, textual and governmental publication information germane to the study.

B. Consultation with staff development researchers.

1. Consulted researchers in the field of community college faculty staff development.
2. Consulted researchers in the field of higher education staff development.
3. Consulted local and state community college administrators regarding faculty staff development research.

II. Preparation of the research materials.

A. Identified study populations.

1. Part-time faculty.
2. Full-time faculty.
3. Administrators.

B. Development of survey instrument.

1. Reviewed instruments used in previous studies.
2. Developed appropriate instrument for the study.
3. Reviewed instrument with study panel.
4. Pilot tested the instrument.
5. Revised and prepared final draft.

III. Administration of the study.

A. Utilized survey instrument to contact study population.

1. Sent follow-up instrument.

B. Collected pertinent data.

1. Statistically analyzed survey data where appropriate.
2. Reported data.

C. Conceptualized and developed model.

1. Constructed final model.

IV. Conclusions and Recommendations.

A. Presented finalized model.

B. Recommended implementation strategies.

Survey Instrument and Statistical Analysis

Several potential survey instruments were identified in the literature. At the time of the research conduct however, no single instrument found would obtain the results desired. It was therefore necessary to develop a new instrument which utilized elements from other available

works. The final instrument was reviewed by the study panel and pilot tested prior to actual use for the study.

Data collected by the survey instrument was statistically analyzed where appropriate and reported as descriptive information. Absolute and relative frequency distributions were computed and listed. Major differneces among the groups were identified and discussed. Comparisons were noted in the final training model.

Definition of Terms

FULL-TIME FACULTY

Those faculty members employed to work a 35-hour, 5-day week usually comprised of 12 to 15 credit hours per week each semester.

MODEL

A conceptual framework and theoritical base around which a formalized activity or series of activities can be structured.

PART-TIME FACULTY

Those faculty members who are hired and paid on a semester by semester basis to teach up to nine credit hours per semester. This catagory of faculty is sometimes used synonymously with adjunct faculty, especially in the literature, however, in the University of Nevada System adjunct faculty are usually not paid and are given special or honorary status as guest lecturers or visiting professors.

STAFF DEVELOPMENT

Any and all activities designed to change and improve the teacher's effectiveness in the classroom and in the delivery of instruction.

Organization of the Study

Chapter I outlined the general background of the problem under study. Included was a statement of the problem and purpose of the study, questionas to be answered, limitations, procedural parameters, statistical analysis and definition of terms.

Chapter II contained a review of literature germane to the study. Included in the review was research and writing dealing with staff development for part-time faculty at various levels of higher education.

Chapter III detailed the procedure used to investigate the problem under study. The chapter included an explanation of the instrument used to gather data and an appropriate statistical report.

Chapter IV offered a presentation, analysis and interpretation of the data. From this interpretation the model for staff development of part-time faculty was conceptualized and developed.

Chapter V was a presentation of the final validated staff development model for part-time faculty. The model was organized into seven major catagories with a detailed explanation of each element.

Chapter VI completed the formal study by including a brief restatement of the problem, a summary of the study, conclusions and recommendations for implementation of the model.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter was to review that body of literature which pertains to the staff development of part-time faculty at the community college level of higher education. Unfortunately, prior to the mid 1970's very little research or writing could be found which dealt with this important area of study. Due to this limitation and in an effort to gain further insight into the problem under study, the review included selected staff development literature germane to all part-time and full-time teaching faculty in higher education. The major catagories of the review were: (1) investment in faculty staff development; (2) significant issues related to part-time faculty staff development; and, (3) elements of significant part-time community college faculty staff development projects.

Investment In Faculty Staff Development

Prior to 1975 very little could be found in the research literature dealing with the in-service needs of part-time community college faculty. However, after that date researchers began to deal with this need and now a good deal of attention is being paid to this important group of faculty members. Several reasons for this increased interest in staff development have been cited by Hammons(1976).

First, community colleges have never had staffs trained specifically to meet the special problems of their students. Second, is the very nature of the community college itself. Even if institutions have been able to procure faculty with desired qualifications or to retrain their existing staff, the demands of new clienteles require new staff competencies. Finally, faculty members are faced with the need to adapt to the idea of change itself as the new status quo, an adaptation that demands major adjustment in attitudes, values and perspective. Coward (1978) relates that professional staff development is probably the most effective instrument for staying relevant of recent changes.

Melton (1978, p. 14) states that:

> While there can be many purposes and benefits of staff development, perhaps the most important is that organizations goals will be achieved . . . while staff development is a process which changes participants' behavior, that change must last over a period of time and have an impact on the organization.

Focusing specific attention on part-time faculty in the community college, Koltai (1976, p. 2) identified the following benefits:

> The benefits of utilizing part-time instructors include:
>
> 1. The opportunity for students to study under outstanding instructors whose primary employment may be in industry, the professions, business, or in other colleges and schools.
>
> 2. The opportunity for instructors to use part-time employment as a means of beginning a career in postsecondary teaching and as a

means of obtaining income.

3. The opportunity for colleges to respond quickly and efficiently to community changing needs within the boundaries of financial resources available to them.

Citing additional benefits of utilizing part-time faculty Behm, Lybarger and Wilber (1977, p. 1) relate that:

> Part-time staff or adjunct instructors are important to the financial well-being of the community college. In addition, they provide:
>
> 1. Flexibility - enabling the college to respond to enrollment fluctuations.
>
> 2. Special Expertise - enabling schools to offer up-to-date skills training in occupational areas and special emphasis in other fields.
>
> 3. New Programs - enabling the colleges, particularly the occupational areas, to develop new programs.

Writing in New Directions for Community Colleges as the issue editor of "Developing Staff Potential" O'Banion (1977, p. vii) relates that:

> The quality of education in the community junior college depends primarily on the quality of the staff. Community junior colleges can enroll increasing numbers of students; they can house these students and programs in attractive facilities; but all these efforts will avail little if their staff are not highly competent and well prepared for the unique tasks assigned them by this new venture in American education.

Reflecting this new interest in staff development, the Second National Assembly of the American Association of Community and Junior Colleges met in Washington in

November 1973 to discuss the topic "New Staff for New Students." Staff development had become the major concern of community college leaders all across the country. The recommendations of the Assembly as reported by Yarrington (1977, p. vii) were:

> The staff of a college is its single greatest resource. In economic terms, the staff is the college's most significant and largest capital investment. In these terms alone, we affirm that it is only good sense that the investment should be helped to appreciate in value and not be allowed to wear itself out or slide into obsolescence by inattention or neglect.
>
> But in a more crucial sense, a college's staff is the expression of its purposes, the collective manager of its missions. As the college's purposes change and adapt to the social needs of its community, its staff deserves--must have--opportunities to adapt and change, too.
>
> The assembly recognizes the accelerated and even headlong rush of change in our society. We recognize that community and junior colleges, perhaps more than any other segment of the educational community, are obliged to the iron imperatives of a period in which change and increasing scarcity with imagination, ingenuity, and--we hope-- with some modicum of grace. Such management of change in our colleges must begin with our staffs who, by their skill and their example, may help our students learn what is needful for them.
>
> This Assembly urges in the most vigorous terms that community and junior colleges accept staff development as a first-rank priority and give to it the same total institutional commitment that is accorded to its other programs and curriculums.

Significant Issues Related To Part-Time Faculty Staff Development

Unfortunately, most staff development programs that are now in existance focus on the full-time faculty

member rather than the part-time instructor. Likewise, the literature suggests that little if anything has been done to orient part-timers to their responsibilities to the community college's philosophy and objectives, or to advanced instructional techniques and technology (Bender and Hammons, 1972; Bender and Breuder, 1973; Lombardi, 1975). Thus according to Hammons, Wallace and Watts, (1978, p. 39):

> . . . two-year college with large numbers of part-timers may be faced with a major segment of its instructional staff who neither fully understand its own responsibilities nor the institution's mission. This staff may lack the knowledge to render efficient, effective instruction, and little may be done to help improve its instructional productivity. In short, the problem of part-time faculty may contribute significantly to the overall instructional problems being faced by two-year institutions.

O'Banion, writing as a contributing author in a report edited by Yarrington (1974) suggested that if we must assign priorities in staff development, then major priority should be given to in-service over preservice programs for community college staff. In-service programs deserve particular attention because all staff members, the mediocre and the highly competent, need continuing opportunities to keep up with new developments in education. If in-service programs are to be designed to meet the needs, primary responsibility must be assumed by the community college. Staff development must be important enough for the college to integrate it as a primary activity; otherwise, it remains outside the college.

The community college must define its own needs for staff development and must design its own programs.

Another recommendation made by O'Banion in the same report by Yarrington (1974) was that every staff member in every community college should have a professional development plan, individually tailored in terms of the goals and resources of the college and the needs and potential of the individual staff member. This recommendation is very important because the needs of part-time faculty are of primary concern to this research.

A final recommendation by O'Banion in the same report focused on the special needs of part-time staff, ethnic minorities, and women. He suggested they receive special attention in the area of professional development.

Often workable models for staff development lack the necessary support structure to make them effective. Addressing this and other issues Caswell (1979) reported that colleges often experience difficulties in administering professional development programs for part-time instructors because of time limitations, financial constraints, the lack of interest of part-timers, low attendance at planned programs and no requirements for participation. The research concluded with a description of a model program flexible enough to accommodate a variety of community colleges and staffs.

Centra (1976, p. 59-60) completed a nationwide study and made several pertinent conclusions. He found that the group of faculty members who identified that they

wanted to improve their performance were the ones most often involved. "Given the fact that participation in most development activities is usually voluntary, it should not be especially surprising that good teachers who want to get better comprise the major clientele." The conclusion was also reached that if development activities were to be deemed worthwhile, they should be subscribed to by more of the faculty who need to improve. The study recommended that the best way to involve those who need development, in the improvement activities, would be to tie participation into the reward structure.

In a study dealing with the needs and wishes of part-time faculty Lombardi (1975, p. 3) stated that:

> Many of them want fringe benefits and continous assignment along with such intangibles as participation in departmental and college affairs, office space, inclusion by name in the schedule of classes, and parking privileges.

This seems to suggest that community college part-time faculty would be receptive to in-service training sessions dealing with items normally involving full-time faculty only. Addressing this particular issue he goes on to report that part-timers are often tossed into a sink or swim situation in which they are assigned to teach without much more than the name of the course, the name of the text, usually chosen by someone else, and the location of a classroom. In most colleges across the nation, part-time faculty are given little orientation or in-service training from the administration. Gaus (1981, p. 26) further describes the post

of adjunct faculty member as "an ambiguous one--a place on the faculty without the security, the rights, or the responsibilities of such a position--by definition temporary and insecure."

In a final analysis of in-service training Lombardi (1975) made a suggestion that those who extoll the virtues of the part-timers at the same time deplore the absence or inadequacy of preservice, orientation, or in-service training for them. He further cited the need for programs to improve the instruction of part-timers and to give them a better understanding of the people they serve. He also referred to the cost of such programs and identified that many consider the costs too great for the return.

Further research in support of the conclusions drawn by Lombardi suggests that many college administrators pay only cursory attention to part-time faculty. Hammons, Wallace and Watts (1978) felt that there was general acceptance of the notion of staff development for full-time staff. However, they suggested that many college administrators balked at in-service training for adjunct faculty because the part-timers have only tenuous ties and short-term commitment with their two year employers. The authors made several recommendations including: the publication of an appropriate handbook, the use of a mentor system, the design of activities to help part-timers see that the college was concerned with their instructional improvement and professional growth, and that evaluation and reward should be a part of a continuing, integrated program.

Commenting on research dealing with in-service education Rubin (1978, p. 216) notes that:

> Much of the research concerning in-service education has centered around two major areas: the choice of material to be used in the in-service program, and the design of the program itself. The choice of material may be dictated by the perceived purpose of the program, the available resources or the needs of those involved, as perceived by administrators, teachers, community groups or power groups within the professional staff. Such decisions may also be directly influenced by actions of outsiders, as illustrated by the recent federal and state legislation on metrication that has resulted in many in-service programs dealing with this subject. Once the subject of the program is chosen, there remain the problems related to the design of the program itself. It is my belief that the major purpose of any in-service program should be the improvement of the teaching, and that improvement of the communication-indoctrination function will necessarily accompany improvement in teaching in the long run.

Several writers have discussed the characteristics and elements which must be included in an effective staff development plan. The issue of characteristics was addressed by McCarter and Grigsby (1976, p. 2-3) as they state:

> If a college-wide plan is to be effective, it must meet the following basic criteria:
>
> The staff/faculty must have a significant role in designing the plan.
>
> The plan must allow for individuality while meeting institutional goals.
>
> Mutual responsibilities must be recognized and assumed by all parties.

> Mutual trust must be established to further the intent of the plan while misuse must be eradicated.

In order to plan a staff development program which will assist an institution in achieving its goals, Melton (1981, p. 14) states that the following elements must be included:

* . . . a clearly stated and articulated definition of why the program is supposed to achieve.
* Directly relates to some previously identified goal.
* Relates to the total teaching art.
* Applies to everyone within the organization.
* Trains administrators first.
* Demonstrates sound instructional characteristics.
* Goes to the level of "application" a la Bloom's Taxonomy.
* Provides a concentrated support system.
* Includes a sound program of public relations.

Sweeny (1979, p. 43) offers advise with respect to establishing the direction of staff development:

> There are basic postulates that give direction to the staff development program. Those that relate to process are:
>
> 1. Staff development must be an integral part of the larger educational process.
> 2. Teachers must play a major role in determining and planning the staff development program.
> 3. Staff development programs must

have stated goals and objectives.

4. The school system must provide administrator support, time, and funds for staff development.

5. The staff development program must be flexible and on-going.

6. Formative and summative evaluation must be conducted.

A nationwide study conducted by Cohen and Brawer (1977) contained information about part-time faculty which can be extrapolated to community college staff. They reported that because part-timers had not shared the same benefits and prorata pay as full-time faculty, and because they had not been closely affiliated with the full-time activities of the campus, it was difficult for them to be an active part of the profession. They also stated that nothing was quite the same between the full-time faculty and part-time faculty. Beginning with the initial employment process and going through time spent on campus; relations with students, colleagues, and administrators; and up to the evaluation and severance process there were observable differences.

The researchers further determined that the part-time faculty involved in their study were less experienced, less committed to their current institutions, less involved with professional groups or with research, and less committed to curriculum and instruction. Summarizing their findings, the two researchers recommended that colleges should develop in-service programs especially for the part-timers on their staff.

Elements of Significant Community College Part-Time Faculty Staff Development Projects

Numerous staff development projects were developed and implemented since the mid 1970's. Several have particular significance to this research and will be discussed so as to gleen additional insights into the problem under investigation.

A limited study performed by Harris and Parsons (1975) evaluated a working system of staff development for part-time faculty at Hagerstown Junior College in Maryland. The system was evaluated over a three year period and found to be a success. The primary focus of the research was on the effectiveness of recruitment, orientation, liaison with full-time college personnel, and evaluation by students and supervisors.

A more comprehensive study of part-time faculty was made by Price and Lane (1976) and centered on the factors that influence the proportion of part-time instructors in community colleges. The point was made that part-time faculty across the nation appeared to be a relatively stable, arbitrary 40.4 percent of the total faculty. The study further suggested that one of the factors which make part-time faculty highly attractive to community colleges is the likelihood that they would be up to date on the state of the art in their teaching area. This would have obvious implications in concentrated vocational education programs.

A detailed study performed by Elioff (1980, p. 85-87) yielded the following recommendations for implementing a

part-time faculty development program:

1. Establish faculty development as a component of the organizational structure of the college.
2. Plan and evaluate faculty development activities with the assistance of an internal advisory group.
3. Link faculty development to the goals of the college.
4. Associate faculty development with evaluation of instruction.
5. Provide trained college personnel for technical assistance to part-time faculty.
6. Develop a communication system which provides a dialog about teaching and learning.

Sessions (1979) in a study performed for the Coast Community College District in California developed a plan for the training of part-time instructors which included the following elements: administration of the program, an advisory council, part-time faculty handbook, full-time faculty mentors, new part-time faculty orientation, mini-courses and regular college courses, workshops and seminars, financial assistance, and graduate course credit.

This study was particularly significant because much of the same research methodology was utilized in analyzing the problem under study. Also, many of the elements identified above served as a basis for the development of the proposed training model.

Two additional programs addressing part-time faculty needs were the Rickland College program of the Dallas County Community College District and the Adjunct Training

Institute established by Burlington County College, New Jersey. In a discussion of these projects Hammons, Smith and Watts (1978, p. 42) stated that:

> Both models carefully delineated recruitment and selection policies for part-timers, including clearly defined job descriptions containing staff development components. Each clearly defines supervisory responsibilities for part-time instruction, and each attempts to evaluate its program in terms of economy and productivity. Finally, both recognize the necessity of incentives in fostering commitment of adjunct instructors to their work in the classroom and their relationship to the college as a whole.

Rickland College Program (Texas)

The Rickland Project's goal is to enable part-time faculty to demonstrate at least the minimal instructional skills they need to help their students achieve all course objectives. Upon the completion of a series of orientation and in-service programs, the part-time instructor is able to demonstrate a knowledge of community college philosophy, objectives and procedures; student characteristics; the importance of both affective and cognitive components of learning; teaching for developmental learning; administrative structure and support services; common barriers to learning; management of learning; counseling and communication techniques; and the Learning Resource Center role and function. Recognizing that the personal and professional schedules of part-time faculty often make them difficult to reach, the project planners instituted an optional delivery system; the

hallmarks of which are convenience, economy, accountability, and flexibility. The system utilizes one-half to one day orientation sessions coupled with the mentor relationship described above. Moreover, use is made of independent study packages, a series of weekend seminars covering the package material, and the opening of full-time faculty in-service programs to part-timers. To insure ongoing part-time staff development, Rickland has granted first class citizenship to part-time instructors in the form of instructional development grants, professional travel, attendance at staff workshops, service on college committees, and many of the other privileges normally available only to full-time instructors.

Adjunct Training Institute of Burlington County College (New Jersey)

Burlington County College has been involved in part-time faculty staff development for more than ten years. Initial efforts focused on the improvement of knowledge and teaching skills. More recently it has structured its personnel policies to allow part-timers the privilege of both seniority and rank with increased salary rates included. These privileges are utilized as incentives for participation in Adjunct Training Institutes, five of which are held each year for new faculty. Leaders of the institutes first present a general overview of the community college, then focus on orientation to the college, its students, its instructional philosophy, resources, and services. This is

followed by an introduction to Burlington's systematic approach to instruction and assistance in developing such skills as the design of a syllabus, creation of a learning packet for a unit of instruction, and writing of unit tests.

In concluding a discussion focusing on part-time faculty Hammons, Wallace and Watts (1978, p. 44) stated that ". . . the dramatic growth in the utilization of part-time faculty suggests that their orientation, evaluation and in-service training must increase significantly if the two-year institution is to remain viable." The Rickland College Program and Adjunct Training Institute included these necessary ingredients.

St. Petersburg Junior College Study (Florida)

An in-depth analysis of professional development needs of part-time instructors at St. Petersburg Junior College, Florida performed by Long (1978) showed that many part-timers felt the need for activities designed to keep them abreast of new developments in their disciplines. Fringe benefits, retirement, health insurance and merit pay were found to be the greatest incentives for increased involvement. Long recommended that a varied program of workshops, mini courses, in-house seminars and professional reading be provided part-time faculty members. He also suggested that part-timers be represented on all committees dealing with staff development activities.

The Los Medanos Project (California)

This project was selected for inclusion because of the special insights it gave to the project resulting from this study. Case (1976) reported the following useful data with respect to the work.

The model program was designed to include new and experienced full-time faculty, adjunct faculty, administrators and classified staff. One of the key figures in the project was the professional development facilitator, a staff position answering directly to the college president. It was this person's direct responsibility to administer the staff development program.

The program called for a full-scale, campus-based and campus managed induction program. The design of the plan was to include regular professional development activities in the participants' workload. Included in the program was a summer seminar designed to give the new faculty member an effective preservice orientation to community college teaching and to the Los Medanos College system. Attendance and participation in the summer seminar were paid through a stipend received by each new faculty member involved.

At the conclusion of the summer seminar the second phase was initiated. Program goals emphasized in phase two included introduction of the variety of instructional strategies, an opportunity to experiment with curricular design, evaluation of student work, and identification and

exploration of characteristic patterns in communication and interpersonal theories.

This third phase took place in the spring semester of the new faculty's first year. The emphasis in this phase was consolidation and refinement.

During each of the three phases the professional development facilitator worked closely with each of the participants to identify and pursue individual projects. The facilitator visited each one of the participants in their classes and on several occasions the teaching of the new faculty members was videotaped for later playback and review.

The program was to continue over a long-term basis and the next clientele to be integrated was part-time faculty. However, the researcher added that the effects of Proposition 13 may cause some rethinking with respect to the project's parameters.

The Illinois Project

A summary of the findings of this project undertaken by Kozal, Weichenthal and Means (1978, p. i-ii) indicate that highly satisfactory results for both part-time faculty members and their employing community college may result if the following points are kept in mind:

1. Instructional leaders must be committed to providing professional development opportunities and support services.

2. A single, visible individual with direct access to and support from the

community college president should be delegated responsibility for coordinating the program.

3. Support by department and division heads is critical to the successful completion of professional development activities.

4. A representative planning committee composed of part-time faculty members should identify specific needs, plan activities, and assist with evaluation procedures at the local community college.

5. Part-time faculty members are highly motivated individuals who will support programs which clearly meet "real needs" they themselves identify.

6. Part-time faculty members' participation in professional development activities may be limited by demands on their time, energy, and commitment; however, scheduling activities at times and places convenient to most part-time faculty members should increase the likelihood of their participation.

7. Planning meetings are essential and should provide those who attend with evidence of accomplishment to increase their desire to attend additional meetings.

8. The sharing of resources and materials among community colleges in the State of Illinois will substantially cut the costs of effective professional development activities.

9. Programs held by community colleges must be specific in terms of meeting the needs of local part-time faculty members.

10. Low cost, highly-effective programs will result from a systematic approach to professional development which includes the use of advisory committees, needs assessment, programs and services geared to the specific demands of the local community college and ongoing evaluation

A most significant outcome of the project was the

development of a handbook called the Professional Development Handbook For Community College Part-Time Faculty Members. Its purpose was to provide practical suggestions for those who plan community college professional development activities.

The first chapter described how to use the handbook as a whole; the second section detailed the need for commitment to the program by administrators and manangement leaders. A good deal of flexibility was built into the handbook so it could be used by widely differing community college systems of governance and philosophy. This section also recommended that part-timers be involved in the planning and direction of the program. The third chapter dealt with needs assessment. The next chapter discussed evaluation of programs or activities and the following one discussed individual programs, resources, and services available to those who have responsibility of administering such programs. Finally, a comprehensive bibliography dealing with part-time faculty staff development was provided.

The Hagerstwon Project (Maryland)

As described by Parsons (1978), the Hagerstown staff development model for part-time faculty was designed to serve the needs of all public community colleges in the State of Maryland. It was felt that three elements must be built into any successful program; the development activities must address the needs of the part-time faculty;

those individuals providing expertise must have credibility with the part-timers; the process must recognize that time is important to part-timers.

The model contained an interest inventory, which sought information related to the general concern for a variety of topics judged to be important to the teaching-learning process. From this information participants priortized the five topics of greatest concern. On the same inventory part-timers indicated willingness to participate in workshops of interest to them.

Phase two centered on two workshops conducted for part-timers. The workshops were conducted by members of the full-time faculty of the college and there was opportunity for interaction between part-timers and workshop leaders.

Eastfield College Program (Texas)

Caswell (1979) initiated an ambitious staff development program for part-time faculty in Eastfield College; Dallas, Texas. Initial research efforts assessed the opinions of part-timers regarding their interests in professional development. Supervisors of the part-timers were also included in the survey. As a result of this survey, an advisory committee was established to guide the progress of the program. The committee was made up of the researcher, part-time instructors, and the Associate Dean of Continuing Education.

A newsletter was created to keep part-time faculty

informed on staff development programs, issues and general news of interest to the part-timers. In addition to the advisory committee and the newsletter, a third item was added, a series of seminars and meetings were scheduled for part-time instructors throughout the fall and spring semesters of the first year.

Part-timers were included in every phase of the experiment. Evaluation of the program was done by part-time instructors, the researcher, the supervisor of part-time staff and the Office of Instruction.

Mt. San Jacinto College Program (California)

In the early 1970's the basic structure, content and organization of a Competency-Based Teacher Education program was developed for Mt. San Jacinto College in California. It was offered as an alternative part-time teacher training course for several years.

After initial field testing in eight community colleges, and subsequent revision, Mt. San Jacinto has provided direct assistance and supervision of the class in nine new California community colleges. By the end of the 1977/78 school year, colleges cooperating in the program had offered 35 CBTE classes.

As coordinator of the project Nelson (1978) felt that the program provided a good deal of flexibility for other colleges and districts so that they could center a good part of it around their own policies and resources. Nelson also felt that additional dividends of local

operation of the program were an increased feeling by part-timers that they were a part of the college community and closer working relationships between supervisors and part-time instructors under them.

Operationally, participants met in five to seven, three hour sessions. During the course of the program, each member made at least one lesson presentation to the group. The lessons shared by group members were videotaped for critique. The sessions were spaced to cover the period of a semester so when the group was not in session, members were expected to work through a series of slide/tape or filmstrip lectures and demonstrations--ten self-instructional lessons. In most cases these outside activities took eighty to one hundred twenty hours of participant time. A syllabus was supplied which included lecture materials, lesson worksheets, a list of outside assignments, and other forms. All new part-time instructors at the college were required to participate in the program during the first year of employment or they were not rehired the following year. Thus a desire to be rehired was an incentive to complete the course.

Summary

Much research and writing dealing with staff development and community college part-time faculty was reviewed and reported. It was apparent from this review that only in the last decade has significant research been undertaken with respect to part-time faculty in higher

education. This seems paradoxical because part-timers have played an increasingly significant role with colleges assigning larger and larger percentages of teaching responsibilities to them. Also, the benefits of hiring these professionals has been amply enumerated in the literature.

Numerous significant issues have been identified and provide fruitful ground for future study. Currently, more then half the classes scheduled in two-year colleges are taught by part-time staff members. They have little contact, if any at all, with their students outside of class, and little in the way of benefits beyond an hourly wage. Finally, part-time faculty have few in-service training opportunities, albeit, the need has been clearly demonstrated.

Beginning in the mid 1970's significant interest began to emerge regarding the training of part-time community college faculty. Numerous staff development projects were created, tested and implemented. This effort continued to the present time and is an encouraging sign that part-timers will be assisted in their efforts to provide quality professional instruction.

CHAPTER III

RESEARCH DESIGN AND PROCEDURES

In order to investigate the problem of this study, the following components were utilized: (1) a review of literature related to part-time faculty including an identification and discussion of on-going community college, part-time faculty training programs; (2) a survey of part-time faculty, full-time faculty and administrators who were on the staff of Clark County Community College during the 1981/82 academic year; and, (3) the development and construction of a staff development model for the in-service training of community college part-time teaching faculty. The purpose of this chapter is thus to utilize the catagories listed above and describe, in detail, the procedures and methods used in each section of the research study.

A Review of Literature

A comprehensive review of literature was undertaken utilizing all resources available to the researcher. Conventional library research methods were used which included a computer search of ERIC documents and Dissertation Abstracts. An on-site visit and literature review at the ERIC Clearinghouse for Junior Colleges located at the University of California, Los Angeles, and interviews with nationally recognized leaders in the field of community

college research, were also undertaken.

The initial study of resources included a review of literature dealing with full-time faculty at all levels of higher education. This was necessary due to the paucity of literature dealing exclusively with community college part-time faculty training.

After an exhaustive review and examination of all available resources was conducted, pertinent materials appropriate to the study were selected and cited in the research project. This data was also utilized in the identification and discussion of on-going community college part-time faculty training programs. It was felt that this inclusion would add further depth to the research study and assist with the development of a more comprehensive training model.

A Survey of Community College Faculty and Staff

The survey component of the study was performed in several phases: (1) identification of the study population; (2) development of the survey instrument; (3) collection of the data; and, (4) analysis of the data.

Identification of Study Population

The study population was determined after discussing several possibilities with local community college personnel. It was felt that since the major objective of the research was the development of a faculty training model for part-

time faculty at Clark County Community College only those staff members at the College needed to be surveyed.

Administrators and full-time faculty were identified from the Faculty and Staff Directory (1981/82). Part-time faculty were identified by each division director and included all staff who had taught during the 1981/82 academic year.

The population for the study consisted of 15 administrators, 92 full-time faculty and 281 part-time faculty. The grand total of all study participants was 388.

Development of Survey Instrument

The survey instrument was developed in three parts and after a thorough review of related literature, review of other part-time faculty, staff development questionnaires and discussion with the study advisory committee. The final content and structure of the instrument was determined after a careful review and analysis of materials related to staff development of part-time faculty (Hammons et al, 1978; Hoenninger and Black, 1978; Koltai, 1976; Lombardi, 1975; and O'Banion, 1977). Several questionnaires germane to this study were identified and reviewed for application to the research survey (Bergquist and Phillips, 1975; Elioff, 1980; Hammons et al, 1978; Sessions, 1979; and Smith, 1980). Finally, a study of materials related to educational research methodology was conducted to review recommendations for question wording and format (Best, 1970; Borg and Gall, 1971; and Kintzer, 1977).

The work of the researchers cited above, particularly with respect to content and structure, was most influential as a basis for the development of the instrument. In a review of previous research dealing with staff development and together with their own work in the same area, it appeared that all instruments were constructed in basically the same manner. Three distinct parts were evident in all work reviewed: demographic data regarding the study population, identification of professional training needs and perceived desirable conditions for the conduct of training. These major catagories are listed in Table 1 together with the questionnaire authors previously identified. The work of each author was searched for specific inclusions common to all instruments. These are checked and resulted in the final instrument used to conduct the study. Advisory committee reaction is also cited and was instrumental in the development of specific items within each of the major catagories.

A review of all instruments showed that the following demographic items were of importance: sex distribution of faculty, professional employment status, total years of teaching experience, areas of expertise and formal preparation for teaching. Part I of the instrument used in this study reflected similar items.

Part II of the instrument was designed to solicit data regarding specific training needs. Information from part-time faculty was particularly important to this section, however, full-time faculty and administrators

Table 1

Questionnaire Item Identification and Selection

Catagories	Bergquist	Elioff	Hammons	Sessions	Smith	Adv Comm
DEMOGRAPHIC DATA						
Name		X	X		X	
Age	X	X				
Sex	X	X		X		X
Professional Status	X	X	X	X		X
Years of Experience		X	X	X		X
Teaching Area	X	X	X	X		X
Dept./Div.	X					
Degrees Held	X	X	X	X		X
Ethnic Background		X				
Salary Range		X				
TRAINING NEEDS						
Instructional Development and Delivery	X	X	X		X	X
Legal Aspects of Educ.			X			X
Mission of the Comm. Coll.		X	X			X
Classroom and Lab Management	X	X	X		X	X
OPTIMUM TRAINING CONDITIONS						
Location	X		X	X	X	X
Time Frames	X	X	X	X	X	X
Presentation Format	X	X	X		X	X
Costs			X	X	X	X
In-Service Credit			X	X		X
Salary Changes			X	X		X
Participants	X	X	X	X	X	X
Attendance: Manditory/Optional		X	X	X	X	X
Leaves			X	X	X	

were also included to determine if any major disparity existed among the groups. This was important because both full-time faculty and administrators would be included in the final training activities as support personnel.

The major catagories for Part II were identified from sources cited earlier as: instructional development and delivery, legal aspects of education, mission of the community college and classroom-lab management. Each of these major catagories were sub-divided into specific components with the assistance of the advisory committee and survey participants asked to respond regarding their perception as to the need for training in each. A Likert scale of one to five was used for responses with one representing the low end of the scale and five the high end. Part II concluded with a question dealing with the overall need for staff development in-service training for part-time faculty. This was used to determine the general perception for training need of part-time faculty by all groups involved in the study.

Part III of the research was designed, again based on previous studies, to determine the best possible conditions under which staff development training could be conducted. Information was obtained regarding such items as: time frames and location for training, who should be involved, and/or required to participate, duration of training sessions and cost to participants. Table 1 further illustrates how the initial questionnaire items were selected. This data was needed to insure that the

planning process be undertaken with the specific needs and desires of part-time faculty in mind. With all the aforementioned items addressed in the training model, success would be further insured.

The first draft of the study instrument was written and submitted to the reviewing advisory committee which consisted of three administrators, three full-time faculty and three part-time faculty members. After several minor revisions a second draft was prepared and pilot tested among a representative sample of the study population. The sample population consisted of two administrators, five full-time faculty and eight part-time faculty members. A final copy of the instrument was prepared incorporating all suggested changes and coded for appropriate data processing. A sample of the survey instrument is included in the Appendix.

Collection and Analysis of Data

A questionnaire was developed and utilized for the data collection phase of the study. The instrument was distributed in three phases to all administrators, full-time and part-time faculty employed on the local community college campus.

Analysis of the data was conducted utilizing the Statistical Package for the Social Sciences (1975) and computer facilities at the University of Nevada, Las Vegas. Appropriate descriptive data was compiled and reported. Further details of the data collected and analyzed is provided in Chapter IV.

Development and Construction of Staff Development Model

The staff development model for the training of part-time faculty was designed after a careful analysis of the review of literature, data collected by questionnaire and discussion with the research advisory committee. The model was conceptualized and developed based upon the work of Bergquist and Phillips, (1975); Davis, (1976); Eliof, (1980); Hammons et al, (1978) and Sessions, (1979), and final review by the advisory committee.

Each of the writers cited above recommended that major catagories be established in the development of the model. These included: (1) Administration of the training, (2) the determination of training needs, (3) development and organization of curriculum components, (4) identification of populations to be served, (5) logistics of the training program, (6) funding, and (7) support services.

The model developed for Clark County Community College utilized all of the catagories listed above and was written in such a manner that specific curriculum elements could later be developed. The model will thus serve as a plan, designed around a conceptual framework and rooted in a theoritical base, upon which an actual formalized training program can be developed. The model was presented following the data analysis in Chapter V and was written in narrative format with supporting descriptive data.

Summary

This chapter has presented a description of the research design, methodology and theoritical bases used in the development of a staff development training model for community college part-time faculty. A review of pertinent literature, selection of an appropriate study population, development and distribution of a survey questionnaire were used in the initial data collection phase. Upon subjecting the data to critical analysis and statistical treatment appropriate descriptive information was tabulated and reported. Based upon all data collected, analyzed and reported, the first draft of a training model was developed. The draft was submitted for review to the research committee and based upon recommendations a final model was constructed. The resultant model is presented in Chapter V and is the cumulative effort of the total research project.

CHAPTER IV

PRESENTATION AND DISCUSSION OF THE DATA

The literature reviewed on staff development suggested that community college part-time faculty would be responsive to and profit from a structured, in-service training program. To date few such programs are in existence.

This research was undertaken in an attempt to design such a program and was conceived to answer the following questions:

1. What were the perceived needs for staff development among community college part-time faculty?
2. To what extent did full-time faculty perceive the needs for staff development among part-time faculty?
3. To what extent did administrators perceive the staff development needs of part-time faculty?
4. Could specific staff development components needed by part-time faculty be identified and integrated into a model program?
5. What were the optimum desirable conditions for the staff development of part-time faculty?

6. Was there an observable difference regarding part-time faculty staff development needs among the three groups in the study?

With these items as a focus and with a preliminary discussion of how the data was collected and analyzed the survey information will be presented in three major segments. Part I dealt with general demographic data and was collected to give an overall description of the study population. Part II solicited data regarding specific curriculum elements for potential inclusion in the training model. This part was designed to answer research questions one, two, three, four and six. Part III was designed to answer question five and identified the best possible conditions for the actual conduct of a staff development training program as perceived by community college part-time faculty.

Collection and Analysis of the Data

Full-time faculty and administrators were mailed questionnaires utilizing in-house mail service. A two week time period was allowed for returns before a follow-up procedure was undertaken. The returns for both groups from the first mailing were as follows: Full-time faculty were sent 92 instruments with a return of 50 or 64 percent during the first two weeks. Administrators were mailed 15 instruments and returned 8 or 53 percent during the same time period. A follow-up procedure was performed by placing a telephone call to all those not responding to the initial

mailing. The second round yielded a return of 33 or 14 percent from full-time faculty and 5 or 33 percent from administrators.

The procedure utilized with part-time faculty involved three phases. The first phase included distribution of the survey instrument to all part-timers attending an on-campus faculty workshop on Saturday, January 23, 1982. A total of 75 respondents completed the instrument at that time. Shortly after the workshop all part-time faculty not in attendance or 207 were identified and mailed a copy of the questionnaire. The mailing was to home addresses because part-time faculty did not have on-campus offices. The second phase yielded 76 or 33 percent returns. Two weeks were allowed for the returns with a second mailing taking place thereafter. The third phase involved a mailing of 130 instruments with a return of 47 or 23 percent.

A frequency distribution of staff responding to the survey instrument is illustrated in Table 2.

Table 2

Frequency Distribution of Staff Responding to Survey Instrument

Staff	N	Percent of Catagory	Percent of Total Staff
Administrators	13	87	4.6
Full-Time Faculty	73	79	26.0
Part-Time Faculty	195	70	69.4

A total of 15 questionnaires were mailed to administrators with a response received from 13 or 87 percent. This group represented the smallest segment of the research population or 4.6 percent of the total staff. Full-time faculty were mailed a total of 92 instruments with a response received from 73 or 79 percent. Full-time faculty represented 26 percent of the total study population. The largest segment of the population were part-time faculty representing 69.4 percent of the total staff. Part-timers were mailed 281 instruments and returned 195 or 70 percent of the completed questionnaires.

As can be noted, a high level of staff participation was obtained. A grand total of 281 useable instruments were returned from the three groups involved in the study. Also, a study of the characteristics of the non-respondents indicated no significant difference from those faculty and staff not responding to the survey instrument.

Specific analysis of the data was performed by utilizing the Statistical Package for the Social Sciences (1975) and computer facilities at the University of Nevada, Las Vegas. Computer programs were written to obtain absolute and relative frequency distributions, and the mean score among all groups for each item of the survey instrument. The final data has been reported in tabular format as descriptive statistics and was utilized in the development of the part-time faculty training model. Computer programs have been included in the Appendix.

General Demographic Data (Part I)

Pertinent data regarding the survey population was collected so that a profile of each segment could be drawn. This gave some insight into the experience and professional training of the local population under study and added additional depth to the problem under study.

Distribution According To Sex

A sizeable number and percentage of the respondents to the survey were males. Of the 13 administrators, 8 or 61.5 percent were males and 5 or 38.5 percent were females. Full-time faculty totaled 73 with 49 or 67.1 percent males and 24 or 32.9 percent females. The largest group, part-time faculty, totaled 192 with 122 or 62.6 percent males and 70 or 35.9 percent females. The frequency distributions are further illustrated in Table 3.

Table 3

Frequency Distribution of Staff According to Sex

Staff	N	Male	Female
Administrators	13	8(61.5%)	5(38.5%)
Full-Time Faculty	73	49(67.1%)	24(32.9%)
Part-Time Faculty	192	122(62.6%)	70(35.9%)

Position Currently Held

The majority of respondents were part-time instructors at Clark County Community College. Of the 278 staff members, 193 or 69.4 percent were employed as part-time faculty. The next largest group were full-time instructors numbering 64 or 23 percent. Full-time administrators numbered 13 or 4.7 percent. Finally, one (0.4%) respondent indicated part-time administrator status and 7 or 2.5 percent indicated the Other catagory. A review of the last catagory showed that most of these staff members worked as counselors. Table 4 further indicates the breakdown according to faculty position held at the time of the survey.

Table 4

Position Currently Held at
Clark County Community College
(N = 278)

Staff	No.	% of Staff
Full-Time Inst.	64	23.0
Part-Time Inst.	193	69.4
Full-Time Admin.	13	4.7
Part-Time Admin.	1	0.4
Other	7	2.5

Number of Years in Current Position

A rather large number of administrators and part-time faculty were relatively new to the position they currently occupied. Of the 13 administrators responding to the survey, 7 or 53.8 percent had occupied their current position for less than two years. Four or 30.8 percent indicated two to five years in the present position. One or 7.7 percent respondent indicated five to ten years in the current position and one or 7.7 percent reported being in the current position for over ten years.

A total of 73 full-time faculty responded to this survey item with 18 or 24.7 percent indicating that they had occupied their present position less than two years. Fifteen or 20.5 percent reported having served in their present position for two to five years. Well over one-third of the full-time faculty, 34 or 46.6 percent, indicated occuping their present position for five to ten hears. Finally, a small number, 5 or 6.8 percent reported being in their current position for over ten years.

Part-time faculty reported the highest number and percentage of staff occuping a current position for the shortest time. A total of 195 part-timers responded to this item with 100 or 51.3 percent indicating they had served in the current position for less than two years. Sixty-four or 32.8 percent reported having served for two to five years with 27 or 13.8 percent serving for five to ten years and 4 or 2.1 percent having occupied their current position for over ten years.

The above data suggests that among the three groups, the most mobile are administrators and part-time faculty. Table 5 provides a further illustration of the above data.

Table 5

Number of Years in Current Position

Staff	N	Less than 2	2 to 5	5 to 10	Over 10
Admin.	13	7(53.8%)	4(30.8%)	1(7.7%)	1(7.7%)
F/t Fac.	73	18(24.7%)	15(20.5%)	34(46.6%)	5(6.8%)
P/T Fac.	195	100(51.3%)	64(32.8%)	27(13.8%)	4(2.1%)

Instructor Teaching Areas(s)

Tables 6 through 9 illustrate the teaching areas reported by full-time and part-time faculty. A total of 46 full-time faculty reported teaching in a single area. Of the total, 29 or 63 percent were males and 17 or 37 percent were females. Twenty seven faculty reported teaching in two areas with sex distribution of 20 males and seven females. The total number of single and double subject matter areas reported by full-time faculty were 25 and 24 respectively.

Part-time faculty reported that 150 had teaching responsibilities in a single area. Of the total, 103 or 69 percent were males and 47 or 31 percent were females. Forty four respondents indicated teaching in a double area

Table 6

Number and Sex of Full-Time Faculty Teaching in a Single Area

Area	Total No.	Sex	
		Male	Female
Accounting	2	1	1
Anthropology	1	1	
Astronomy	1	1	
Automotive Technology	1	1	
Biology	3	2	1
Business	2	2	
Chemistry	1		1
Child Development	1	1	
Data Processing	1	1	
Dental Hygiene	4	1	3
Developmental Educ.	2	2	
Drafting	1	1	
Electronics Technology	1	1	
English	4	2	2
E S L	1	1	
Food Service	1	1	
Health Occupations	1		1
Mathematics	1	1	
Nursing	1		1
Office Administration	1		1
Ornamental Horticulature	1	1	
Psychology	1	1	
Respiratory Therapy	1	1	
Sociology	1	1	
Welding Technology	1	1	
Other			
Counselor	7	4	3
F/T Coordinator	1		1
Librarian	1		1
P/T Inst. - P/T Admin.	1	1	
TOTALS	46	29(63%)	17(37%)

Table 7

Number and Sex of Full-Time Faculty Teaching in a Double Area

Area	Total No.	Sex	
		Male	Female
Admin. of Justice-Journalism	1	1	
Airframe-Power Plant	1	1	
Art-Art History	2	1	1
Biligual Educ.-Social Science	1	1	
Business-Management	1	1	
Business-Marketing	1	1	
Business-Office Admin.	1		1
Business-Public Relations	1	1	
Business-Real Estate	1	1	
Casino Operations-Hotel Management	2	2	
Chemistry-Physical Science	1		1
Child Development-Psychology	1		1
Criminal Justice-Legal Assistance	1	1	
Development Educ.-English	1		1
Development Educ.-Social Science	1	1	
Drafting-Fire & Safety	1	1	
Drafting-Graphic Arts	1	1	
Economics-Political Science	1	1	
English-Speech	1		1
History-Philosophy	1	1	
History-Political Science	2	2	
Human Services-Physical Education	1	1	
Management-Social Science	1		1
P.E.-Recreation	1	1	
TOTALS	27	20(74%)	7(26%)

Table 8

Number and Sex of Part-Time Faculty Teaching in a Single Area

Area	Total No.	Sex	
		Male	Female
Accounting	4	3	1
Acting	1	1	
Admin. of Justice	5	4	1
Art	3	1	2
Automotive	1	1	
Aviation	1	1	
Biology	2		2
Broadcasting	1	1	
Business	26	15	11
Business Law	2	2	
Calligraphy	1		1
Casino Management	6	6	
Chemistry	1	1	
Child Development	2	2	
Creative Self Awareness	1		1
Dance	2		2
Data Processing	9	7	2
Dental Hygiene	1	1	
Developmental Educ.	1		1
Drafting	3	2	1
Economics	1	1	
Electronics	11	10	1
Emergency Medicine	1		1
English	15	12	3
Finance	1	1	
Fire Science	2	2	
Graphic Arts	3	3	
History	5	3	2
Human Services	1		1
Law	3	3	
Leisure Services	1	1	
Mathematics	9	8	1
Nursing	1		1
Nutrition	1		1
Office Administration	2		2
Photography	1	1	
Physical Education	1		1
Porcelain	1		1
Psychology	5	4	1

Table 8 (cont.)

Area	Total No.	Sex	
		Male	Female
Reading	1		1
Records Management	1		1
Sign Language	1		1
Sociology	2		2
Spanish	1	1	
Speech	1		1
Surveying	1	1	
Television Production	1	1	
Welding	3	3	
TOTALS	150	103(69%)	47(31%)

Table 9

Number and Sex of Part-Time Faculty Teaching in a Double Area

Area	Total No.	Sex	
		Male	Female
Accounting-Business	3	2	1
Accounting-Economics	1	1	
Anthropology-Archaeology	1		1
Art-Ceramics	1	1	
Biology-MicroBiology	1		1
Business-English	1		1
Business-Management	3	3	
Business-Mathematics	2	1	1
Business-Psychology	2	1	1
Business Math-Taxes	1	1	
Chemistry-Physical Sci.	1	1	
Child Development-Emergency Medicine	1	1	
Counseling Techniques	1	1	
Dance-Theater	1	1	
Data Processing-Mathematics	1	1	
Developmental Educ.-Sociology	1		1
Drafting-Mathematics	1	1	
Electronics-Mathematics	1	1	
English-French	1	1	
English-History	2		2
English-Reading	1		1
English-Sociology	1		1
English-Spanish	1		1
English-Speech	1		1
Gaming-Hotel Law	1	1	
History-Politics	3	3	
History-Psychology	2	1	1
History-Sociology	1	1	
Mathematics-Science	1	1	
Occupational Health-Safety	1	1	
Political Sci.-Psychology	1	1	
Psychology-Science	1	1	
Psychology-Sciology	1	1	
Special Education-Philosophy	1		1
TOTALS	44	29(66%)	15(34%)

with 29 or 66 percent being males and 15 or 34 percent females. A total of 48 single subject matter areas were identified and 34 were listed as double teaching areas.

The data leads to several observations. Obviously, males predominate on the faculty both as full-time and part-time instructors. Males also appear to teach in predominately male-oriented occupations and females teach in female-oriented occupations. Finally, the local distribution of full-time versus part-time faculty appears similar to the national distribution which according to Cohen and Brawer (1982) is approximately 40 percent to 60 percent.

Total Years as an Educator at Any Institution

The total number of years served as a professional educator at any institution is shown in Table 10. Administrators indicated the largest number and percentage with eight or 61.5 percent having over ten years of experience. Only three or 23.1 percent had five to 10 years experience and one or 7.7 percent had two to five years with one or 7.7 percent more having less than two years of actual teaching.

Full-time faculty reported that 32 or 43.8 percent had taught for over ten years at any institution. Of those completing the instrument, 28 or 38.4 percent had five to ten years of experience with 12 or 16.4 percent having taught for two to five years and only one or 1.4 percent reporting less than two years of teaching.

The data indicated that, by and large, administrators

and full-time faculty had a great deal of cumulative teaching experience. Part-time faculty, however, while greater in number, had much less actual experience as classroom educators.

Table 10

Total Years as a Professional Educator at Any Institution

Staff	N	Less than 2	2 to 5	5 to 10	Over 10
Admin.	13	1(7.7%)	1(7.7%)	3(23.1%)	8(61.5%)
F/T Fac.	73	1(1.4%)	12(16.4%)	28(38.4%)	32(43.8%)
P/T Fac.	195	49(25.4%)	43(22.3%)	49(25.4%)	52(26.9%)

Highest Degree Held

The vast majority of all respondents indicated holding at least the baccalaureate degree. Administrators reported that 4 or 30.8 percent held the Master's degree. Seven or 53.8 percent held the terminal degree of Ed.D. or Ph.D. Only one (7.7%) respondent indicated a degree other than those listed and that was the Educational Specialist's.

Full-time faculty respondents indicated that 6 or 8.2 percent held the Bachelor's degree. Over 50 percent or 43 (58.9% held as the highest degree an MA or MS. Nineteen or 26.0 percent had earned the doctoral degree and 3 or 41 percent reported other degrees such as the Juris Doctor or Doctor of Arts.

Table 11

Highest Degree Held

Staff	N	None	Assoc.	BA/BS	MA/MS	Ed.D/Ph.D.	Other
Admin.	13	1(7.7%)	-	-	4(30.8%)	7(53.8%)	1(7.7%)
F/T Fac.	73	2(2.7%)	-	6(8.2%)	43(58.9%)	19(26.0%)	3(4.1%)
P/T Fac.	195	28(14.4%)	13(6.7%)	44(22.6%)	87(44.6%)	16(8.2%)	7(3.6%)

Part-time faculty reported that 28 or 14.4 percent had no formal degree. Thirteen or 6.7 percent held the Associate, and 44 or 22.6 percent possessed the Bachelor's degree. The highest degree held by the largest group was the Master's. Eighty seven or 44.6 percent reported holding the MA or MS degree. The terminal doctoral degree was held by 16 or 8.2 percent of the part-timers. Finally, 7 or 3.6 percent indicated having earned a degree other than those listed. This was usually listed as the Juris Doctor. Table 11 further illustrates data obtained regarding the highest degree held by all study respondents.

Staff Development Needs for Part-Time Faculty (Part II)

Training needs for inclusion into a staff development model were identified through a two step process. First, the literature was searched for all available writing dealing with staff development curriculum for part-time community college faculty. The search was detailed in Chapter II and led to the development of the questionnaire used in this study. The second step involved the identification of the population germane to the study and a determination by them regarding the need for previously identified curriculum elements to be involved in a formal training program.

The data is presented with reference to Tables 12 through 19 and includes the curriculum needs perception of administrators, full-time faculty and part-time faculty. A mean score is listed for each group and observable

differences cited where appropriate. Also included is a prioritization of potential curriculum elements based on the data collected. This is found in the tables listed above and includes a ranking of each element along with a composite need mean score from administrators, full-time faculty and part-time faculty.

Instructional Development and Delivery

This catagory of potential curriculum elements was the most voluminous and included 31 specific items as identified in the literature. The need for actual part-time faculty training in each item was assessed and is reported in Table 12. A prioritization was developed from the tabulated data and is illustrated in Table 13.

A major concern was expressed by all groups with respect to helping students learn. The highest composite mean score in this catagory of items was 4.23 and was reported for Item 16 which dealt with increasing student motivation. A moderate to high need for part-time faculty training in this area was reported by 13 or 100 percent of administrators, 59 or 82 percent of full-time faculty and 124 or 65 percent of part-time faculty. Table 12 shows a wide discreptancy between mean scores for administrators and part-time faculty perhaps due to the lack of teaching experience among part-timers and/or a feeling that college students should attend school already highly motivated. Nevertheless, the need for training in this item was well established.

Table 12

Part-Time Faculty Training Needs in Instructional Development and Delivery

Item	Staff	No Opinion 1	No Need 2	Low Need 3	Moderate Need 4	High Need 5	Mean
1. Course and Curriculum Development	Adm	-	-	1(7.7%)	5(38.5%)	7(53.8%)	4.5
	F/T	4(5.5%)	6(8.2%)	15(20.5%)	20(27.4%)	28(38.4%)	3.8
	P/T	9(4.7%)	27(14.1%)	40(20.9%)	75(39.3%)	40(20.9%)	3.6
2. Developing Course Outlines	Adm	-	-	4(30.8%)	1(7.7%)	8(61.5%)	4.3
	F/T	3(4.1%)	4(5.5%)	14(19.2%)	21(28.8%)	31(42.5%)	4.0
	P/T	9(4.7%)	43(22.4%)	39(20.3%)	68(35.4%)	33(17.2%)	3.4
3. Writing Lesson Plans	Adm	-	1(7.7%)	5(38.5%)	-	7(53.8%)	4.0
	F/T	5(6.9%)	11(15.3%)	22(30.6%)	13(18.1%)	21(29.2%)	3.5
	P/T	6(3.1%)	70(36.5%)	51(26.6%)	43(22.4%)	22(11.5%)	3.0
4. Developing and Using Self-Instructional Packages	Adm	-	1(7.7%)	6(46.2%)	4(30.8%)	2(15.4%)	3.5
	F/T	9(12.5%)	9(12.5%)	30(41.7%)	17(23.6%)	7(9.7%)	3.1
	P/T	20(10.5%)	55(28.8%)	52(27.2%)	46(24.1%)	18(9.4%)	2.9
5. Application of Learning Principles to Instruction	Adm	-	-	2(15.4%)	5(38.5%)	6(46.2%)	4.3
	F/T	5(6.9%)	4(5.6%)	18(25.0%)	20(27.8%)	25(34.7%)	3.8
	P/T	17(9.0%)	47(25.0%)	41(21.8%)	54(28.7%)	29(15.4%)	3.2
6. Textbook Selection and Review	Adm	1(7.7%)	3(23.1%)	4(30.8%)	2(15.4%)	3(23.1%)	3.2
	F/T	5(7.0%)	14(19.7%)	22(31.0%)	20(28.2%)	10(14.1%)	3.2
	P/T	13(7.0%)	31(16.6%)	33(17.6%)	54(28.9%)	56(29.9%)	3.6

Table 12 (cont.)

Item	Staff	No Opinion 1	No Need 2	Low Need 3	Moderate Need 4	High Need 5	Mean
7. Course Entry-Exit Level Skills Assessment	Adm	-	1(7.7%)	-	5(38.5%)	7(53.8%)	4.4
	F/T	5(7.0%)	4(5.6%)	24(33.8%)	21(29.6%)	17(23.9%)	3.6
	P/T	20(10.5%)	38(19.9%)	50(26.2%)	44(23.0%)	39(20.4%)	3.2
8. Reinforcing Student Learning	Adm	-	1(7.7%)	-	2(15.4%)	10(76.9%)	4.6
	F/T	-	3(4.3%)	12(17.1%)	19(27.1%)	36(51.4%)	4.3
	P/T	16(8.4%)	29(15.3%)	40(21.1%)	67(35.3%)	38(20.0%)	3.4
9. Diagnosis of Learning and Teaching Probs.	Adm	1(7.7%)	-	1(7.7%)	3(23.1%)	8(61.5%)	4.3
	F/T	2(2.8%)	6(8.3%)	12(16.7%)	32(44.4%)	20(27.8%)	3.9
	P/T	18(9.6%)	23(12.3%)	53(28.3%)	63(33.7%)	30(16.0%)	3.3
10. Use of Community Resources as Teaching Tools	Adm	-	-	7(53.8%)	6(46.2%)	-	3.5
	F/T	3(4.2%)	7(9.7%)	22(30.6%)	25(34.7%)	15(20.8%)	3.6
	P/T	17(8.9%)	28(14.7%)	44(23.2%)	60(31.6%)	41(21.6%)	3.4
11. Structuring Interdisciplinary Learning Experiences	Adm	-	2(15.4%)	4(30.8%)	7(53.8%)	-	3.4
	F/T	4(5.6%)	12(16.7%)	24(33.3%)	23(31.9%)	9(12.5%)	3.3
	P/T	26(13.6%)	42(22.0%)	58(30.4%)	42(22.0%)	23(12.0%)	3.0
12. Orienting Students To Individualized Instruction	Adm	1(7.7%)	1(7.7%)	4(30.8%)	7(53.8%)	-	3.3
	F/T	4(5.8%)	14(20.3%)	30(43.5%)	11(15.9%)	10(14.5%)	3.1
	P/T	26(13.6%)	35(18.3%)	67(35.1%)	41(21.5%)	22(11.5%)	3.0
13. Self-Analysis of Teaching Skills	Adm	-	1(7.7%)	1(7.7%)	4(30.8%)	7(53.8%)	4.3
	F/T	1(1.4%)	3(4.2%)	8(11.3%)	27(38.0%)	32(45.1%)	4.2
	P/T	16(8.4%)	30(15.7%)	43(22.5%)	63(33.0%)	39(20.4%)	3.4

Table 12 (cont.)

Item	Staff	No Opinion 1	No Need 2	Low Need 3	Moderate Need 4	High Need 5	Mean
14. Conducting Research Related To Teaching and Learning	Adm	1(7.7%)	2(15.4%)	8(61.5%)	2(15.4%)	-	2.8
	F/T	8(11.1%)	22(30.6%)	20(27.8%)	12(16.7%)	10(13.9%)	2.9
	P/T	20(10.6%)	55(29.1%)	43(22.8%)	47(24.9%)	24(12.7%)	3.0
15. Applying Research Findings On Teaching and Learning	Adm	1(7.7%)	3(23.1%)	2(15.4%)	4(30.8%)	3(23.1%)	3.4
	F/T	7(9.9%)	12(16.9%)	18(25.4%)	20(28.2%)	14(19.7%)	3.3
	P/T	23(12.2%)	45(23.8%)	39(20.6%)	52(27.5%)	30(15.9%)	3.1
16. Increasing Student Motivation	Adm	-	-	-	5(38.5%)	8(61.5%)	4.6
	F/T	1(1.4%)	2(2.7%)	10(13.9%)	22(30.6%)	37(51.4%)	4.3
	P/T	8(4.2%)	24(12.6%)	35(18.3%)	58(30.4%)	66(34.6%)	3.8
17. Accommodating Different Learning Rates	Adm	-	-	2(15.4%)	4(30.8%)	7(53.8%)	4.4
	F/T	2(2.8%)	3(4.2%)	11(15.3%)	30(41.7%)	26(36.1%)	4.0
	P/T	9(4.9%)	26(13.8%)	44(23.4%)	64(34.0%)	45(23.9%)	3.6
18. Helping Students To Explore Their Motives, Attitudes and Beliefs	Adm	-	-	5(38.5%)	3(23.1%)	5(38.5%)	4.0
	F/T	2(2.8%)	9(12.5%)	19(26.4%)	23(31.9%)	19(26.4%)	3.7
	P/T	15(7.9%)	35(18.3%)	49(25.7%)	57(29.8%)	35(18.3%)	3.3
19. Writing Instructional Objectives	Adm	-	-	1(7.7%)	4(30.8%)	8(61.5%)	4.5
	F/T	1(1.4%)	7(9.7%)	17(23.6%)	23(31.9%)	24(33.3%)	3.9
	P/T	14(7.3%)	54(28.0%)	55(28.5%)	47(24.4%)	23(11.9%)	3.1
20. Writing Test Items	Adm	-	-	4(30.8%)	3(23.1%)	6(46.2%)	4.2
	F/T	-	4(5.6%)	13(18.1%)	23(31.9%)	32(44.4%)	4.2
	P/T	9(4.7%)	49(25.5%)	43(22.4%)	58(30.2%)	33(17.2%)	3.3

Table 12 (cont.)

Item	Staff	No Opinion 1	NO Need 2	Low Need 3	Moderate Need 4	High Need 5	Mean
21. Grading Systems Compatible With Instructional Objectives	Adm	-	-	2(15.4%)	5(38.5%)	6(46.2%)	4.3
	F/T	-	1(1.4%)	14(19.4%)	28(38.9%)	29(40.3%)	4.2
	P/T	12(6.2%)	40(20.7%)	42(21.8%)	62(32.1%)	37(19.2%)	3.4
22. Techniques for Evaluating Instructional Strategies	Adm	-	-	4(30.8%)	5(38.5%)	4(30.8%)	4.0
	F/T	1(1.4%)	7(9.7%)	15(20.8%)	32(44.4%)	17(23.6%)	3.8
	P/T	23(12.0%)	37(19.3%)	48.25.0%)	58(30.2%)	26(13.5%)	3.1
23. Developing Programs for Disadvantaged & Handicapped Students	Adm	-	1(7.7%)	5(38.5%)	5(38.5%)	2(15.4%)	3.6
	F/T	10(14.1%)	14(19.7%)	26(36.6%)	11(15.5%)	10(14.1%)	3.0
	P/T	31(16.1%)	46(23.8%)	48(24.9%)	38(19.7%)	30(15.5%)	2.9
24. Academic advising/ counseling of Students	Adm	-	-	4(30.8%)	3(23.1%)	6(46.2%)	4.2
	F/T	3(4.2%)	10(13.9%)	26(36.1%)	15(20.8%)	18(25.0%)	3.5
	P/T	25(13.1%)	35(18.3%)	39(20.4%)	41(21.5%)	51(26.7%)	3.3
25. Selecting, Developing and Using Multi-Media Learning Resources	Adm	-	-	2(15.4%)	7(53.8%)	4(30.8%)	4.2
	F/T	4(5.6%)	3(4.2%)	19(26.4%)	35(48.6%)	11(15.3%)	3.6
	P/T	16(8.3%)	38(19.8%)	43(22.4%)	55(28.6%)	40(20.8%)	3.3
26. Developing Audio-Tutorial Instructional Materials	Adm	-	3(23.1%)	4(30.8%)	5(38.5%)	1(7.7%)	3.3
	F/T	7(10.0%)	13(18.6%)	34(48.6%)	8(11.4%)	8(11.4%)	3.0
	P/T	29(15.0%)	47(24.4%)	51(26.4%)	39(20.2%)	27(14.0%)	2.9
27. Utilizing Grp Process Skills In Class Discussions	Adm	1(7.7%)	-	4(30.8%)	4(30.8%)	4(30.8%)	3.8
	F/T	1(1.4%)	4(5.6%)	24(33.8%)	20(28.2%)	22(31.0%)	3.8
	P/T	24(12.5%)	43(22.4%)	54(28.1%)	37(19.3%)	34(17.7%)	3.1

Table 12 (cont.)

Item	Staff	No Opinion 1	No Need 2	Low Need 3	Moderate Need 4	High Need 5	Mean
28. Identification of Developmental Education Students	Adm	-	-	3(23.1%)	7(53.8%)	3(23.1%)	4.0
	F/T	3(4.2%)	7(9.9%)	20(28.2%)	21(29.6%)	20(28.2%)	3.7
	P/T	49(25.5%)	46(24.0%)	48(25.0%)	36(18.8%)	13(6.8%)	2.6
29. The Use of Computers In Teaching and Learning	Adm	-	-	3(23.1%)	7(53.8%)	3(23.1%)	4.0
	F/T	5(7.0%)	7(9.9%)	22(31.0%)	23(32.4%)	14(19.7%)	3.5
	P/T	24(12.6%)	37(19.4%)	40(20.9%)	43(22.5%)	47(24.6%)	3.3
30. Characteristics of Effective Instructors	Adm	-	1(7.7%)	1(7.7%)	3(23.1%)	8(61.5%)	4.4
	F/T	2(2.9%)	4(5.7%)	18(25.7%)	22(31.4%)	24(34.3%)	3.9
	P/T	16(8.3%)	27(14.1%)	33(17.2%)	60(31.3%)	56(29.2%)	3.6
31. Cooperation/Communication Among Colleagues	Adm	-	-	1(7.7%)	8(61.5%)	4(30.8%)	4.2
	F/T	1(1.4%)	4(5.6%)	16(22.5%)	21(29.6%)	29(40.8%)	4.0
	P/T	15(7.8%)	24(12.4%)	31(16.1%)	57(29.5%)	66(34.2%)	3.7

Table 13

Rank Order of Part-Time Faculty Training Needs in Instructional Development and Delivery

Rank No	Item No	Item	Composite Mean Score (Adm,F/T,P/T)
1	16	Increasing Student Motivation	4.23
2	8	Reinforcing Student Learning	4.10
3	17	Accommodating Different Learning Rates	4.00
4a	31	Cooperation/Communication Among Colleagues	3.97
4b	30	Characteristics of Effective Instructors	3.97
5a	1	Course and Curriculum Development	3.96
5b	21	Grading Systems Compatible With Instructional Objectives	3.96
5c	13	Self-Analysis of Teaching Skills	3.96
6a	2	Developing Course Outlines	3.90
6b	20	Writing Test Items	3.90
7a	19	Writing Instructional Objectives	3.83
7b	9	Diagnosis of Learning Principles to Instruction	3.83
8	5	Application of Learning Principles to Instruction	3.76
9	7	Course Entry-Exit Level Skills Assessment	3.73
10	25	Selecting, Developing and Using Multi-Media Learning Resources	3.70
11	24	Academic Advising/Counseling of Students	3.67

Table 13 (cont.)

Rank No	Item No	Item	Composite Mean Score (Adm,F/T,P/T)
12	18	Helping Students to Explore Their Motives, Attitudes and Beliefs	3.66
13	22	Techniques for Evaluating Instructional Strategies	3.63
14	29	The Use of Computers in Teaching and Learning	3.60
15	27	Utilizing Group Process Skills in Class Discussions	3.57
16a	10	Use of Community Resources as Teaching Tools	3.50
16b	3	Writing Lesson Plans	3.50
17	28	Identification of Developmental Education Students	3.43
18	6	Textbook Selection and Review	3.33
19	15	Applying Research Findings on Teaching and Learning	3.26
20	11	Structuring Interdisciplinary Learning Experiences	3.23
21	23	Developing Programs for Disadvantaged and Handicapped Students	3.17
22	4	Developing and Using Self-Instructional Packages	3.16
23	12	Orienting Students to Individualized Instruction	3.13
24	26	Developing Audio-Tutorial Instructional Materials	3.07
25	14	Conducting Research Related to Teaching and Learning	2.90

Two additional items dealing with helping students learn and rated relatively high by all groups were Items 8 and 17. Item 8 dealt with reinforcing student learning and received a composite mean score of 4.10. A moderate to high training need was reported by 12 or 92.3 percent of the administrators, 55 or 78.5 percent of the full-time faculty and 105 or 55.3 percent of the part-timers. A small number of part-time faculty, 69 or 36.4 percent, expressed either low or no need for training in this item. The last element of this catagory, Item 17, accommodating different learning rates, received a composite mean score of 4.00. Administrators reported the highest mean score with 11 or 84.6 percent rating the item as moderate to high need. Two administrators or 15.4 percent disagreed with colleagues and gave the item low priority. Full-time faculty also felt the item was important. A moderate to high need was reported by 56 or 77.8 percent of full-time faculty with only 11 or 15.3 percent giving it a low need rating. Part-time faculty, while reporting the lowest mean score of the groups, still indicated a strong desire to have it included for staff development training. A moderate to high need was reported by 109 or 57.9 percent of the part-timers. From this group only 44 or 23.4 percent reported a low need and 26 or 13.8 percent indicated no need.

The foregoing data indicates that these three elements deserve special attention in a staff development training program for part-time faculty. Item 16 was iden-

tified by all groups as needing particular emphasis and was rated as the highest need curriculum element.

The next group of items which received high composite mean scores were divided between teacher centered concerns and student oriented elements. Item 31 received a composite score of 3.97 and dealt with cooperation and communication among colleagues. All groups saw the importance of this item with 12 or 92.3 percent of the administrators rating it moderate to high in training need. The majority of full-time faculty, 50 or 70.4 percent, also felt that the item had a moderate to high training need and 123 or 63.7 percent of the part-timers agreed with this assessment. In decending order, 31 or 16.1 percent of the part-time faculty rated this item with low need, 24 or 12.4 percent with no need and 15 or 7.8 percent expressed no opinion. It is significant to note that the part-time faculty mean score for this item was the second highest for all items listed in this catagory.

Another teacher centered item was Item 30 which dealt with the characteristics of effective instructors. A composite mean score of 3.97 was also reported for this item with the majority of administrators, 8 or 61.5 percent, ranking it a high need item. A moderate need was reported by only 3 or 23.1 percent of this same group. Full-time faculty reported a high need by 24 or 34.3 percent, moderate need by 22 or 31.4 percent and low need by 18 or 25.7 percent. The majority of part-time faculty, 116 or 60.5 percent saw a moderate to high training need while 33 or 17.2 percent

reported a low need, 27 or 14.1 no need and 16 or 8.3 percent no opinion. The next two items dealt with student centered material and included Item 1, course and curriculum development and Item 21, grading systems compatible with instructional objectives. The composite mean score for both items was 3.96 which suggested that all groups felt a high need for formal part-time faculty training in these areas. Regarding Item 1, administrators reported that 13 or 92.3 percent felt a moderate to high need. Only one or 7.7 percent indicated a low training need. Full-time faculty indicated that a majority, 48 or 65.8 percent perceived a moderate to high need and 21 or 28.7 percent saw low or no need. Part-time faculty reported a mean score of 3.6 and indicated that 40 or 20.9 percent felt a high training need, 75 or 39.3 percent a moderate need, and 40 or 20.9 percent a low need. Only thirty six or 18.8 percent reported either no need for training in this item or no opinion. Item 21, grading systems compatible with instructional objectives, was rated high by administrators and full-time faculty. Nevertheless the high composite mean score indicated this as a priority training item. A moderate to high need was expressed by 11 or 84.7 percent of the administrators with 2 or 15.4 percent reporting a low need. Full-time faculty indicated that 37 or 19.2 percent felt a high training need, 62 or 32.1 percent a moderate need and 42 or 21.8 percent a low need. No training needed in this item was reported by 40 or 20.7 percent and 12 or 6.2 percent had no opinion.

Item 13 was the last element rated high for part-time faculty training and dealt with the self-analysis of teaching skills. The composite score of this teacher centered item was also 3.96 and was assessed by all groups in the following manner: Administrators reported that 11 or 84.6 percent felt a moderate to high training need for part-timers. Full-time faculty data indicated that 32 or 45.1 percent felt a high need and 3 or 4.2 percent no need. Part-time faculty indicated that 39 or 20.4 percent felt a high training need, 63 or 33.0 percent a moderate need, 43 or 22.5 percent a low need and 30 or 15.7 percent no need. Expressing no opinion on the item were 16 or 8.4 percent of the total group.

The above data suggests that formal training for part-time faculty should indeed include both teacher centered and student centered elements in the priority indicated. Strong emphasis should be considered for items dealing with professional interaction among colleagues.

The next group of related items dealt with the preparation for actual teaching and included Items 2, 20 and 19. Item 2 concerned the development of course outlines and received a composite mean score of 3.90. Administrators rated this item with a mean of 4.3 and 8 or 61.5 percent felt a high training need for part-time faculty was warranted. Only 1 or 7.7 percent indicated a moderate need and surprising 4 or 30.8 percent reported a low training need. Full-time faculty reported a mean score of 4.0 with 31 or 42.5 percent rating the items as high in training need.

Twenty one or 28.8 percent felt that a moderate need existed while 14 or 19.2 percent reported a low training need. Slightly over half of the part-time faculty, 101 or 52.6 percent reported a moderate to nigh need for training in this area while 39 or 20.3 percent indicated a low need and a rather large 43 or 22.4 percent felt there was no need for training in this item. A relatively wide range existed between the mean score for this group of faculty members and administrators suggested that further investigation into this disparity might be warranted.

Item 20 of the group received the same composite mean score of 3.90 and involved the writing of test items. Again, administrators and full-time faculty reported higher mean scores than part-time faculty. Administrator data indicated that 6 or 46.2 percent saw a high training need, while 3 or 23.1 percent indicated a moderate need and 4 or 30.8 percent felt that a low need existed for part-time faculty training in this area. Full-time faculty felt stronger about a high training need with 32 or 44.4 percent checking this rating, and 23 or 31.9 percent reporting a moderate need. A low training need was indicated by 13 or 18.1 percent and 4 or 5.6 percent apparently felt there was no need for training in this item. Part-time faculty reported that 91 or 47.4 percent felt a moderate to high need existed for training in this item. Forty three or 22.4 percent indicated a low need and 49 or 25.5 percent felt there was no training need.

The final item of this group, Item 19 concerned the writing of instructional objectives. A composite mean score of 3.83 was reported for this element with administrators again feeling stronger than part-timers about part-time faculty training need. Full-time faculty were closely allied to administrators in their need perception. The data showed that 12 or 92.3 percent of the administrators felt a high training need and only 1 or 7.7 percent felt a low need. Of the full-time faculty, 47 or 65.2 percent reported a moderate to high training need and 17 or 23.6 percent indicated a low need. Only 7 or 9.7 percent said that no training need existed in this area for part-timers. Part-time faculty expressed only minimal interest in this item with a low 23 or 11.9 percent indicating high need and 47 or 24.4 percent reporting a moderate training need. A low training need was seen by 55 or 28.0 percent. An obvious conclusion would be that this was not seen as a high priority training item by part-time faculty but was by administrators.

The next element which dealt with both the teacher and student was Item 9, diagnosis of learning and teaching problems. The composite mean score for this number 7b ranked item was 3.83 and is similar in priority to Item 19. The majority of administrators, 11 or 84.6 percent indicated a moderate to high training need for this item and full-time faculty tended to agree with 52 or 72.2 percent also reporting a moderate to high need. Twelve or 16.7 percent, however, felt only a low need and 6 or 8.3 percent felt no

need for training. Part-timers indicated that 93 or 49.7 percent felt a moderate to high training need, 53 or 28.3 percent a low need and 23 or 12.3 percent no need.

Application of learning principles to instruction or Item 5 was ranked eighth and received moderately high ratings from all groups. The composite mean score was 3.76 with 11 or 84.7 percent of the administrators reporting a moderate to high training need. Only 2 or 15.4 percent of this group indicated a low need. Full-time faculty reported that 45 or 62.5 percent felt a moderate to high training need, 25.0 percent a low need and 4 or 5.6 percent no need. Of the part-time faculty, 83 or 44.1 percent indicated a moderate to high need, 41 or 21.8 percent a low need and a surprising 47 or 25.0 percent no need.

An element which sometimes comes into conflict with the community college philosophy and deals with course entry-exit level skills assessment was Item 7. The composite mean score was 3.13 with administrators again being the high ranking group. Administrators reported all but one favoring moderate to high training for part-time faculty in this area. Full-time faculty reported 38 or 53.5 percent felt a moderate to high training need was warranted. Twenty four or 33.8 percent said that low need existed and 4 or 5.6 percent reported no training need. Part-time faculty indicated that 83 or 43.4 percent felt a moderate to high training need existed, 50 or 26.2 percent reported only low need and 38 or 19.9 percent felt no need existed for their training in this item. It is interesting to note

It is interesting to note that skills training faculty were much more sensitive to training in this item than were other faculty members.

Item 25, selecting, developing and using multi-media learning resources is an instructional support item and received a composite mean score of 3.70 from all groups. Administrators reported that 11 or 84.6 percent felt a moderate to high training need existed for part-timers in this area. Two administrators disagreed and indicated only a low training need. Of the full-time faculty, 46 or 63.9 percent indicated a moderate to high need, and 19 or 26.4 percent a low need. Part-time faculty reported the lowest need perception of the groups with 95 or 49.4 percent indicating a moderate to high need, 43 or 22.4 percent a low need and 38 or 19.8 percent no training need.

The next two items were somewhat related in that they dealt directly with a service provided to the student. Item 24, academic advising/counseling of students received a composite mean score of 3.67 and Item 18, helping students to explore their motives, attitudes and beliefs, a score of 3.66.

Item 24 was seen by 9 or 69.3 percent of the administrators as warranting a moderate to high training need for part-time faculty. Four or 30.8 percent, however, felt that only a low training need existed. Of the full-time faculty,33 or 45.8 percent felt there was a moderate to high training need, 26 or 36.1 percent a low need and 10 or 13.9 percent no need at all. Part-timers reported that 92 or

48.2 percent felt a moderate to high need, while 39 or 20.4 percent saw only a low need and 35 or 18.3 percent felt no need. For some unknown reason a large number, 25 or 13.1 percent expressed no opinion on this matter.

Item 18 of this group was seen by administrators in the following manner: Five or 38.5 percent felt a high training need, 3 or 23.1 percent a moderate need and 5 or 38.5 percent a low need for part-time faculty training on the item. Full-time faculty reported that 19 or 26.4 percent felt a high training need, 23 or 31.9 percent a moderate need, 19 or 26.4 percent a low need and 9 or 12.5 percent no need. Of the part-time faculty 35 or 18.3 percent saw a high training need, 57 or 29.8 percent a moderate need, 49 or 25.7 percent a low need and 35 or 18.3 percent no need.

The next item, Item 22, concerned techniques for evaluating instructional strategies and was exclusively a teacher oriented element. The composite mean score was 3.63 for this element. Administrators reported that 9 or 69.3 percent perceived this as a high training need item. Four or 30.8 percent felt that it was low in need. Full-time faculty indicated that 49 or 68.0 percent saw a moderate to high training need, 15 or 20.8 percent a low need and 7 or 9.7 percent no need. Concerning in-service training for themselves, part-timers reported that 84 or 43.7 percent saw a high training need, 48 or 25.0 percent a low need and 37 or 19.3 percent no need. A large number, 23 or 12.0 percent again expressed no opinion.

The rapid integration of computers into our society has made it necessary for educators to consider utilizing this tool for teaching. Item 29 dealt with just such a tool and concerned the use of computers in teaching and learning. Responding to this survey item which had a composite mean score of 3.60 all groups felt a moderate to high training need. Administrators reported that 10 or 76.9 percent felt a moderate to high training need and only 3 or 23.1 percent saw a low need. Full-time faculty data indicated that 37 or 52.1 percent saw a moderate to high training need, 22 or 31.0 percent saw a low need and 7 or 9.9 percent no need. Part-timers reported that 90 or 47.1 percent felt a moderate to high training need was evident, with 40 or 20.9 percent indicating a low need and 37 or 19.4 percent no need at all.

Item 27, utilizing group process skills in class discussions was apparently of more concern to administrators and full-time faculty than to part-timers. Rating a composite mean score of 3.57 administrators were evenly split among high, moderate and low training need perception. Four or 30.8 percent reported in each of the catagories. This distribution was approximately the same for full-time faculty. Twenty two or 31.0 percent saw a high need for training in this item, 20 or 28.2 percent a moderate need and 24 or 33.8 percent a low need. Only 4 or 5.6 percent indicated no need. Among part-time faculty, only 34 or 17.7 percent saw a high need and 37 or 19.3 percent a moderate need. A large number, 54 or 28.1 percent, reported a low

need and also a large number, 43 or 22.4 percent, saw no need for training. Twenty four or 12.5 percent expressed no opinion.

The next item, Item 10, involved the use of community resources as teaching tools and had implications for those faculty members working with program advisory committees. The committees are particularly important to occupational faculty and consist of community representatives. The composite mean score for this item was found to be 3.50. Regarding this issue administrators did not seem to have a good grasp of the training need because only 6 or 46.2 percent expressed a moderate need and 7 or 53.8 percent reported a low need. Full-time faculty reported 40 or 55.5 percent saw a moderate to high training need, 22 or 30.6 percent a low need and only 7 or 9.7 percent no need. Part-time faculty indicated that 101 or 53.2 percent saw a moderate to high need for training in this area, 44 or 23.2 percent low need and only 28 or 14.7 percent no need.

Item 3 dealt with the writing of lesson plans and was considered moderately important by all groups. A composite mean score of 3.50 was calculated for this item. Administrators indicated that 7 or 53.8 percent saw a high need for part-time faculty training in this area. Five or 38.5 percent saw low need and one or 7.7 percent felt no need was necessary. Full-time faculty reported that 21 or 29.2 percent saw a high need for this item, 13 or 18.1 percent a moderate need and 22 or 30.6 a low need. Eleven or 15.3 percent felt there was no need for training in this

item. Part-time faculty indicated that 22 or 11.5 percent saw a high training need, 43 or 22.4 percent a moderate need and 51 or 26.6 percent a low need. A large number, 70 or 36.5 percent saw no need for training in this item possibly because they already felt competent in the writing of lesson plans.

The next item, Item 28, concerned the identification of developmental education students and received a mean score of 3.43. The tabulated data showed that part-time faculty possibly did not understand the meaning of this item because the lowest mean score of all items by any group was reported for this item at 2.6. Administrators, on the other hand, reported a mean of 4.0 with 10 or 76.9 percent indicating a moderate to high training need. Three or 23.1 percent saw a low need for part-time faculty training in this area. Of the full-time faculty, a mean score of 3.7 was reported with 41 or 57.8 percent reporting a moderate to high training need, 20 or 28.2 percent a low need and 7 or 9.9 percent no need. The significant group reporting in this area was part-time faculty with only 49 or 25.6 percent expressing a moderate to high need. Forty eight or 25.0 percent felt that only a low training need existed while 46 or 24.0 percent saw no need and 49 or 25.5 percent no opinion. It appears from the data that further investigation into part-time faculty attitudes regarding this item should be conducted.

Item 6, textbook selection and review, received a composite mean score of 3.33 and is one of only two which

received higher ratings by part-timers than administrators or full-time faculty. The reason for this could be that part-time faculty are usually not consulted regarding textbook selection for the courses they teach. Administrators predictably do not feel that part-timers should be given a major role with respect to this item. Only 5 or 38.5 percent felt that moderate to high training was needed in this area. Four or 30.8 percent gave low priority to training and 3 or 23.1 percent saw no need for training. This seems appauling in view of the fact that this group reported a high mean score for cooperation and communication among colleagues. Full-time faculty reported that 30 or 42.3 percent felt there was a moderate to high need for training in this item. Twenty two or 31.0 percent indicated a low need and 14 or 19.7 percent no need. Part-time faculty reported that 110 or 58.8 percent felt moderate to high training for themselves was needed. Thirty three or 17.6 percent felt that a low training need existed and 31 or 16.6 percent no need. The implications for communication on this item among all groups is obvious.

The next item, Item 15, dealt with the application of research findings on teaching and learning and received a composite mean score of 3.26. All three groups tended to agree on the training need perception for part-time faculty. Administrators reported that 7 or 53.9 percent felt a moderate to high training need while 2 or 15.4 percent indicated a low need and 3 or 23.1 percent no need. Full-time faculty indicated that 34 or 47.9 percent saw a moderate to

to high need, 18 or 25.4 percent a low need and 12 or 16.9 percent no need. Of the part-time faculty, 82 or 43.4 reported a moderate to high training need, 39 or 20.6 percent a low need and 45 or 23.8 percent no need. A large number, 23 or 12.2 percent expressed no opinion on this issue.

The last item to receive a fairly high training need rating was Item 11, structuring interdisciplinary learning experiences. This item received a composite mean score of 3.23 and was seen by the three groups in the following manner: Administrators indicated that no one saw a high training need but 7 or 53.8 percent saw a moderate need, 4 or 30.8 percent a low need and 2 or 15.4 percent no need. Full-time faculty reported that only 9 or 12.5 percent felt a high training need, 23 or 31.9 percent a moderate need, 24 or 33.3 percent a low need and 12 or 16.7 percent no need. Part-time faculty reported that 23 or 12.0 percent saw a high need, 42 or 22.0 percent a moderate need, 58 or 30.4 percent low need and 42 or 22.0 percent no need. Expressing no opinion on this issue were 26 or 13.6 percent of the part-timers.

The remaining five items were ranked relatively low by part-time faculty and dealt with education for the handicapped, individualized instruction or instructional support. Item 23, developing programs for the disadvantaged and handicapped students, received a composite mean score of 3.17. Administrators reported much more need for training in this item than either full-time or part-time faculty. Of

the administrator data reported, 7 or 53.9 percent saw a moderate to high need, 5 or 38.5 percent a low need and 1 or 7.7 percent no need. Full-time faculty indicated that 21 or 19.6 percent felt a moderate to high need, while 26 or 36.6 percent saw low need and 14 or 19.7 percent no need. Reporting no opinion were 10 or 14.1 percent. Part-time faculty reported that 68 or 35.2 felt a moderate to high training need, 48 or 24.9 a low need, and 46 or 23.8 percent no need. A large number 31 or 16.1 percent had no opinion.

The next two items are directly related and dealt with the delivery of individualized instruction. Item 4 dealt with developing and using self-instructional packages and received a composite mean score of 3.16. Item 12 was concerned with orienting students to individualized instruction and received a composite mean score of 3.13.

All groups reported approximately the same need perception for training. Addressing Item 4, administrators reported that 6 or 46.2 percent felt a moderate to high training need. Six or 46.2 percent expressed only low need and 1 or 7.7 percent no need. Full-time faculty indicated that 24 or 33.3 percent felt a moderate to high need, 30 or 41.7 percent a low need and 9 or 12.5 percent no need. Part-time faculty data showed that 64 or 33.5 percent favored a moderate to high training need, 52 or 27.2 percent a low need and 55 or 28.8 percent no need at all. Expressing no opinion on the issue were 20 or 10.5 percent of the part-timers.

The second related item of this group, Item 12, was seen by administrators as needing slightly less training. Administrators reported that no one felt a high need, but 7 or 53.8 percent felt a moderate need existed. Four or 30.8 percent saw only a low training need and 1 or 7.7 percent felt no need. Full-time faculty reported that 21 or 30.4 percent saw a moderate to high need, 30 or 43.5 percent a low need and 14 or 20.3 percent no need. Of the part-time faculty, 63 or 33.0 percent saw a moderate to high need, 67 or 35.1 percent a low need and 35 or 18.3 percent no need. Twenty six or 13.6 percent again expressed no opinion.

The last item to be ranked low by part-time faculty was Item 26, developing audio-tutorial instructional materials. Part-timers reported that 27 or 14.1 percent felt a high training need, 39 or 20.2 percent a moderate need and a high 51 or 26.4 percent low need. Forty seven or 24.4 percent expressed no training need and 29 or 15.0 percent no opinion. Full-time faculty were closely allied with 8 or 11.4 percent reporting high need, 8 or 11.4 percent moderate need, 34 or 48.6 percent low need and 13 or 18.6 percent no need. The data from the two groups suggests that development time could be a constraint. Administrators indicated that only 1 or 7.7 percent saw a high need for training in this item, 5 or 38.5 percent a moderate need and 4 or 30.8 percent a low need. Three or 23.1 percent expressed no need.

The last and final item of this large catagory of

potential curriculum elements was Item 14, conducting research related to teaching and learning. The data was surprising in that part-time faculty felt a higher need for training in this item than did the other two groups. Part-timers reported that 24 or 12.7 percent felt a high training need, 47 or 24.9 percent a moderate need and 43 or 22.8 percent low need. Fifty five or 29.1 percent indicated no need necessary and 20 or 10.6 percent expressed no opinion. Of the full-time faculty, only 10 or 13.9 percent expressed a high need, 12 or 16.7 percent a moderate need and 20 or 27.8 percent low need. Twenty two or 30.6 percent reported no need and 8 or 11.1 percent no opinion on the matter. Finally, administrators had no one reporting a high need for training, only 2 or 15.4 percent a moderate need and 8 or 61.5 percent low need. Two or 15.4 percent expressed no need. Obviously, administrators did not feel that the conduct of research was within the purview of part-time faculty.

Following this major and voluminous catagory of potential curriculum elements were several short catagories. Catagory two dealt with the legal aspects of education, catagory three with the mission of the community college and catagory four with classroom and lab management of education. Discussion of the data will be general and the reader should refer to the appropriate tables for specific item information.

Legal Aspects of Education

This catagory of potential curriculum elements dealt with the jurisprudential issues facing part-time community college faculty. As such their importance for staff development training were assessed and reported in Tables 14 and 15. The item ranked the highest was accountability followed by disciplinary rules and regulations, academic freedom, civil rights/non-discrimination, liability, grievance procedures and malpractice. Major differences in training need existed among the three groups with respect to several items. Also, a large number of part-timers expressed no opinion on all items suggesting that they did not have a clear understanding of item implications to their teaching activities.

The highest composite mean score was reported for Item 2, accountability, but a large difference of opinion with respect to training need existed between administrators and part-timers. A similar difference existed in all items with part-timers being consistently low in their opinions.

The tabulated data suggests that all items should be included in a training program with emphasis given in the order of priority shown in Table 15. Also part-timers need to be made award of certain items such as malpractice and the legal implications for their teaching.

Mission of the Community College

This catagory of seven elements was concerned with

Table 14

Part-Time Faculty Training Needs in the Legal Aspects of Education

Item	Staff	No Opinion 1	No Need 2	Low Need 3	Moderate Need 4	High Need 5	Mean
1. Malpractice	Adm	-	-	6(46.2%)	5(38.5%)	2(15.4%)	3.7
	F/T	11(15.5%)	8(11.3%)	18(25.4%)	20(28.2%)	14(19.7%)	3.3
	P/T	39(20.1%)	44(22.7%)	52(26.8%)	32(16.5%)	27(13.9%)	2.8
2. Accountability	Adm	-	-	2(15.4%)	3(23.1%)	8(61.5%)	4.5
	F/T	3(4.2%)	3(4.2%)	10(14.1%)	24(33.8%)	31(43.7%)	4.1
	P/T	27(13.9%)	36(18.6%)	35(18.0%)	52(26.8%)	44(22.7%)	3.3
3. Liability	Adm	-	-	5(38.5%)	3(23.1%)	5(38.5%)	4.0
	F/T	6(8.5%)	6(8.5%)	21(29.6%)	22(31.1%)	16(22.5%)	3.5
	P/T	34(17.6%)	38(19.7%)	48(24.9%)	45(23.3%)	28(14.5%)	3.0
4. Academic Freedom	Adm	-	-	5(38.5%)	6(46.2%)	2(15.4%)	3.8
	F/T	2(2.8%)	2(2.8%)	23(32.4%)	22(31.0%)	22(31.0%)	3.8
	P/T	29(15.0%)	30(15.5%)	42(21.8%)	43(22.3%)	49(25.4%)	3.3
5. Civil Rights/Non-Discrimination	Adm	-	-	2(15.4%)	7(53.8%)	4(30.8%)	4.2
	F/T	2(2.8%)	8(11.3%)	20(28.2%)	22(31.0%)	19(26.8%)	3.7
	P/T	33(17.0%)	42(21.6%)	51(26.3%)	32(16.5%)	36(18.6%)	3.0

Table 14 (cont.)

Item	Staff	No Opinion 1	No Need 2	Low Need 3	Moderate Need 4	High Need 5	Mean
6. Disciplinary Rules & Regulations	Adm	-	-	2(15.4%)	7(53.8%)	4(30.8%)	4.2
	F/T	3(4.2%)	2(2.8%)	16(22.5%)	33(46.5%)	17(23.9%)	3.8
	P/T	26(13.4%)	34(17.5%)	64(33.0%)	35(18.0%)	35(18.0%)	3.1
7. Grievance Procedures	Adm	-	-	6(46.2%)	2(15.4%)	5(38.5%)	3.9
	F/T	7(9.9%)	7(9.9%)	19(26.8%)	22(31.0%)	16(22.5%)	3.5
	P/T	31(16.1%)	38(19.7%)	66(34.2%)	35(18.1%)	23(11.9%)	2.9

Table 15

Rank Order of Part-Time Faculty Training Needs in the Legal Aspects of Education

Rank No	Item No	Item	Composite Mean Score (Adm,F/T,P/T)
1	2	Accountability	3.97
2	6	Disciplinary Rules and Regulations	3.70
3a	4	Academic Freedom	3.63
3b	5	Civil Rights/Non-Discrimination	3.63
4	3	Liability	3.50
5	7	Grievance Procedures	3.43
6	1	Malpractice	3.26

the basic purpose for the existence of a community college. All groups recognized the need for part-time faculty training in most areas with specific data listed in Tables 16 and 17. As can be noted in Table 17, the highest composite mean score of 3.87 was reported for adult and continuing education. Table 16 indicated that all groups tended to agree regarding the training need in this item. Other items ranking fairly high were Item 7, vocational-technical education and Item 3, university transfer education. A difference of opinion on Item 7 existed between administrators and part-time faculty possibly because of the large number of part-timers teaching in the liberal arts area.

Table 16

Part-Time Faculty Training Needs Dealing With the Mission of the Community College

Item	Staff	No Opinion 1	No Need 2	Low Need 3	Moderate Need 4	High Need 5	Mean
1. Historical Develop.	Adm	-	-	4(30.8%)	5(38.5%)	4(30.8%)	4.0
	F/T	8(11.4%)	17(24.3%)	27(38.6%)	12(17.1%)	6(8.6%)	2.9
	P/T	32(16.7%)	57(29.7%)	63(32.8%)	29(15.1%)	11(5.7%)	2.6
2. Philosophical Base	Adm	-	-	2(15.4%)	5(38.5%)	6(46.2%)	4.3
	F/T	5(7.1%)	5(7.1%)	17(24.3%)	19(27.1%)	24(34.3%)	3.7
	P/T	29(15.0%)	42(21.8%)	44(22.8%)	51(26.4%)	27(14.0%)	3.0
3. University Transfer Education	Adm	-	-	5(38.5%)	4(30.8%)	4(30.8%)	3.9
	F/T	2(2.9%)	3(4.3%)	23(32.9%)	26(37.1%)	16(22.9%)	3.7
	P/T	15(7.8%)	21(10.9%)	30(15.5%)	51(26.4%)	76(39.4%)	3.8
4. Adult & Continuing Education	Adm	-	-	4(30.8%)	5(38.5%)	4(30.8%)	4.0
	F/T	2(2.9%)	2(2.9%)	20(28.6%)	21(30.%)	25(35.7%)	3.9
	P/T	16(8.2%)	24(12.4%)	35(18.0%)	51(26.3%)	68(35.1%)	3.7
5. General Education	Adm	-	-	3(23.1%)	5(38.5%)	5(38.5%)	4.2
	F/T	2(2.9%)	3(4.3%)	24(34.8%)	24(34.8%)	16(23.2%)	3.7
	P/T	17(8.8%)	33(17.1%)	39(20.2%)	64(33.2%)	40(20.7%)	3.4

Table 16 (cont.)

Item	Staff	No Opinion 1	No Need 2	Low Need 3	Moderate Need 4	High Need 5	Mean
	Adm	-	-	2(15.4%)	7(53.8%)	4(30.8%)	4.2
6. Developmental Education	F/T	2(2.9%)	3(4.3%)	18(25.7%)	28(40.0%)	19(27.1%)	3.8
	P/T	27(13.9%)	34(17.5%)	42(21.6%)	52(26.8%)	39(20.1%)	3.2
7. Vocational-Technical (work prep) Education	Adm	-	-	3(23.1%)	5(38.5%)	5(38.5%)	4.2
	F/T	2(2.9%)	4(5.7%)	16(22.9%)	26(37.1%)	22(31.4%)	3.9
	P/T	22(11.3%)	31(16.0%)	36(18.6%)	49(25.3%)	56(28.9%)	3.4

Table 17

Rank Order of Part-Time Faculty Needs Dealing With the Mission of the Community College

Rank No	Item No	Item	Composite Mean Score (Adm,F/T,P/T)
1	4	Adult and Continuing Education	3.87
2	7	Vocational-Technical (work prep) Education	3.83
3	3	University Transfer Education	3.80
4	5	General Education	3.77
5	6	Developmental Education	3.73
6	2	Philosophical Base	3.67
7	1	Historical Development	3.17

Items 5 and 6 also showed a fairly large mean difference between administrators and part-timers. However, the largest and most significant difference existed with respect to Items 1 and 2. These dealt with the historical and philosophical basis for the community college and apparently were not of high interest to part-time faculty. This was especially true in Item 1 with full-time faculty tending to agree with the part-timers. These issues should be carefully assessed prior to integrating them into a staff development program.

Classroom and Lab Management of Education

This small catagory of potential training needs was seen as moderately important by all groups and is illustrated in Tables 18 and 19. One exception was Item 1, inventory control and record keeping which was ranked low by all groups, especially part-timers, possibly because a large number of faculty were not directly concerned with this issue.

The highest composite mean score of 3.80 was reported for Item 5, communications with administrators. All groups seemed to agree on the importance of this issue with a surprising 27 or 13.9 percent of the part-timers indicating no need and 20 or 10.3 percent reporting no opinion. Items 2, 3 and 4 showed some disparity among groups but for the most part they were reported as elements with a moderate training need for part-time faculty.

Overall Need for Part-Time Faculty Staff Development

A concluding question was asked of all groups regarding the need for staff development in-service training for part-timers with the results as follows: Administrators reported a high mean score of 4.7 with 9 or 69.2 percent indicating a high need, and 4 or 30.8 percent a moderate need. Full-time faculty reported a mean of 4.3 with 61 or 85.9 percent seeing a moderate to high need and only 8 or 11.3 percent indicated a low need. Part-time faculty reported a mean of 3.6 and indicated that 109 or

Table 18

Part-Time Faculty Training Needs in the Classroom and Lab Management of Education

Item	Staff	No Opinion 1	No Need 2	Low Need 3	Moderate Need 4	High Need 5	Mean
1. Inventory Control & Record Keeping	Adm	-	2(15.4%)	5(38.5%)	5(38.5%)	1(7.7%)	3.4
	F/T	8(11.3%)	6(8.5%)	31(43.7%)	19(26.8%)	7(9.9%)	3.2
	P/T	36(18.6%)	50(25.8%)	51(26.3%)	39(20.1%)	18(9.3%)	2.8
2. Organizing & Maintaining the Learning Environment	Adm	-	-	3(23.1%)	5(38.5%)	5(38.5%)	4.2
	F/T	3(4.2%)	3(4.2%)	25(34.7%)	20(27.8%)	21(29.2%)	3.7
	P/T	23(11.9%)	44(22.8%)	49(25.4%)	51(26.4%)	26(13.5%)	3.1
3. Safety Considerations, Fire & Accident Preven.	Adm	-	1(7.7%)	4(30.8%)	5(38.5%)	3(23.1%)	3.8
	F/T	5(7.0%)	5(7.0%)	24(33.8%)	12(16.9%)	25(35.2%)	3.7
	P/T						
4. Security	Adm	-	1(7.7%)	4(30.8%)	6(46.2%)	2(15.4%)	3.7
	F/T	5(7.0%)	6(8.5%)	19(26.8%)	16(22.5%)	25(35.2%)	3.7
	P/T	24(12.4%)	36(18.7%)	61(31.6%)	40(20.7%)	32(16.6%)	3.1
5. Communications With Administrators	Adm	-	-	3(23.1%)	7(53.8%)	3(23.1%)	4.0
	F/T	4(5.6%)	4(5.6%)	17(23.9%)	19(26.8%)	27(38.0%)	3.9
	P/T	20(10.3%)	27(13.9%)	42(21.6%)	51(26.3%)	54(27.8%)	3.5

Table 19

Rank Order of Part-Time Faculty Training Needs in the Classroom and Lab Management of Education

Rank No	Item No	Item	Composite Mean Score (Adm,F/T,P/T)
1	5	Communications With Administrators	3.80
2	2	Organizing and Maintaining the Learning Environ	3.66
3	3	Safety Considerations, Fire & Accident Prevention	3.53
4	4	Security	3.50
5	1	Inventory Control and Record Keeping	3.13

58.2 percent saw a moderate to high overall training need, 38 or 20.3 percent a low need and 26 or 13.9 percent no need. The data, with a composite mean score of 4.2 indicated that all groups, especially part-timers, felt positive about in-service training for part-time faculty and would indeed support a formal program of training under appropriate delivery conditions.

Optimum Desirable Conditions for the Staff Development of Part-Time Faculty (Part III)

In an effort to propose a part-time faculty staff development program that would encourage maximum participation, it was necessary to determine the most favorable conditions as perceived by potential participants. Part

III of the survey instrument was developed with such a purpose in mind and information was solicited from all local community college part-time faculty members.

Table 20 and Figures 1 through 5 should be reviewed for responses to specific items and used with the following general discussion of the data. This should enable the reader to understand the rationale for the model development which will be presented in Chapter V. For convenience related items have been grouped and discussed collectively.

Faculty Meetings

In response to several questions dealing with the desirability of having part-timers attend faculty meetings, the overwelming opinion was positive. Part-time faculty indicated that a majority, 174 or 90.2 percent, felt there should be orientation meetings for new faculty. A sizeable number, 133 or 69.2 percent also indicated the desirability of having periodic college-wide faculty meetings. Finally, 148 or 76.7 percent reported that periodic faculty division/area meetings would be beneficial. The data suggests that part-time faculty deemed it desirable to periodically meet together, preferably in related teaching areas, to communicate and share concerns.

A question was asked regarding the desirability of part-time faculty attendance at professional or technical association conferences. Seventy or 36.6 percent indicated this would be very desirable, 70 or 36.6 percent indicated somewhat desirable, 44 or 22.8 percent not desirable and

Table 20

Optimum Desirable Conditions for the Staff Development of Part-Time Faculty (P/T Faculty Only - N= 195)

Item	No Opinion 1	Not Desirable 2	Somewhat Desirable 3	Very Desirable 4	Mean
New Part-Time Faculty Orientation Meetings	6(3.1%)	13(6.7%)	77(39.9%)	97(50.3%)	3.4
Periodic College-Wide Part-Time Faculty Meetings	10(5.2%)	49(25.5%)	78(40.6%)	55(28.6%)	2.9
Periodic Part-Time Faculty Division/Area Meetings	11(5.7%)	34(17.6%)	78(40.4%)	70(36.3%)	3.1
Attendance at Professional Education or Trade Association Conferences	9(4.7%)	44(22.8%)	70(36.6%)	70(36.6%)	3.0
Possible Locations for Staff Development Workshops:					
On Campus	19(10.3%)	22(11.9%)	40(21.6%)	104(56.2%)	3.2
Off Campus	28(16.3%)	58(33.7%)	62(36.0%)	24(14.0%)	2.5
At Some Location Within Reasonable Driving Dist.	28(16.3%)	71(41.5%)	47(27.5%)	25(14.6%)	2.4

Table 20 (cont.)

Item	No Opinion 1	Not Desirable 2	Somewhat Desirable 3	Very Desirable 4	Mean
For Greatest Participation in Staff Development Workshop Activities:					
Summers	27(15.3%)	76(42.9%)	46(26.0%)	28(15.8%)	2.4
Breaks During the School Year	18(10.1%)	59(33.0%)	57(31.8%)	45(25.8%)	2.7
Weekends During the School Year	19(10.9%)	67(38.3%)	39(22.3%)	50(28.6%)	2.7
The Most Feasible Way to Learn the Skills and Knowledge Identified in Part II of the Survey:					
Short Term Workshops	17(9.1%)	18(9.7%)	66(35.5%)	85(45.7%)	3.2
University Coursework	21(11.8%)	75(42.1%)	56(31.5%)	26(14.6%)	2.5
Consultants' Visits to Campus	24(13.6%)	47(26.7%)	76(43.2%)	29(16.5%)	2.6
Instructional Materials Such as Film Strips, Books, Self-Paced Learning Packages, etc.	21(11.7%)	45(25.1%)	61(34.1%)	52(29.1%)	2.8

Table 20 (cont.)

Item	No Opinion 1	Not Desirable 2	Somewhat Desirable 3	Very Desirable 4	Mean
The Overall Involvement in Part-Time Faculty Staff Development Activities By:					
Full-Time Faculty	23(12.8%)	25(13.9%)	71(39.4%)	61(33.9%)	2.9
Part-Time Faculty	30(16.5%)	26(14.3%)	70(38.5%)	56(30.8%)	2.8
Administrators	33(18.4%)	20(11.2%)	67(37.4%)	59(33.0%)	2.8
The Most Favorable Time Frame for Staff Development Activities:					
1/2 Day	16(8.9%)	22(12.3%)	52(29.1%)	89(49.7%)	3.2
1 Day	17(9.8%)	50(28.9%)	59(34.1%)	47(27.2%)	2.8
2 - 3 Days	26(15.9%)	105(64.0%)	25(15.2%)	8(4.9%)	2.1
1 Week	29(17.6%)	124(75.2%)	9(5.5%)	3(1.8%)	1.9
2 Weeks	82(42.5%)	62(32.1%)	49(25.4%)	-	1.8

9 or 4.7 percent expressed no opinion. The responses suggest that part-timers see this as a worthwhile activity which the college should support.

Staff Development Program Parameters

The survey data indicated that location and time for staff development activities were important items for consideration. The overwelming majority, 104 or 56.2 percent favored an on-campus location for any workshops or seminars that might be planned. Also, part-timers indicated that the best time frame would be either breaks during the school year or sometime during summer vacation. Figure 1 indicates that the most convenient months for training would be January, August or September. Finally, the most desirable format for the conduct of training sessions was reported as short-term workshops for a duration of 1/2 to 1 day.

A survey question was asked regarding what the overall involvement in part-time faculty staff development activities should be by administrators, full-time faculty and part-time faculty. The responses from part-timers indicated the following: One hundred thirty two or 73.3 percent felt that it was somewhat to very desirable for full-time faculty to participate and 25 or 13.9 percent not desirable. One hundred twenty six or 69.3 percent felt that it was somewhat to very desirable for part-timers to participate and 26 or 14.3 percent not desirable. Finally, 126 or 70.4 percent felt that it was somewhat to very

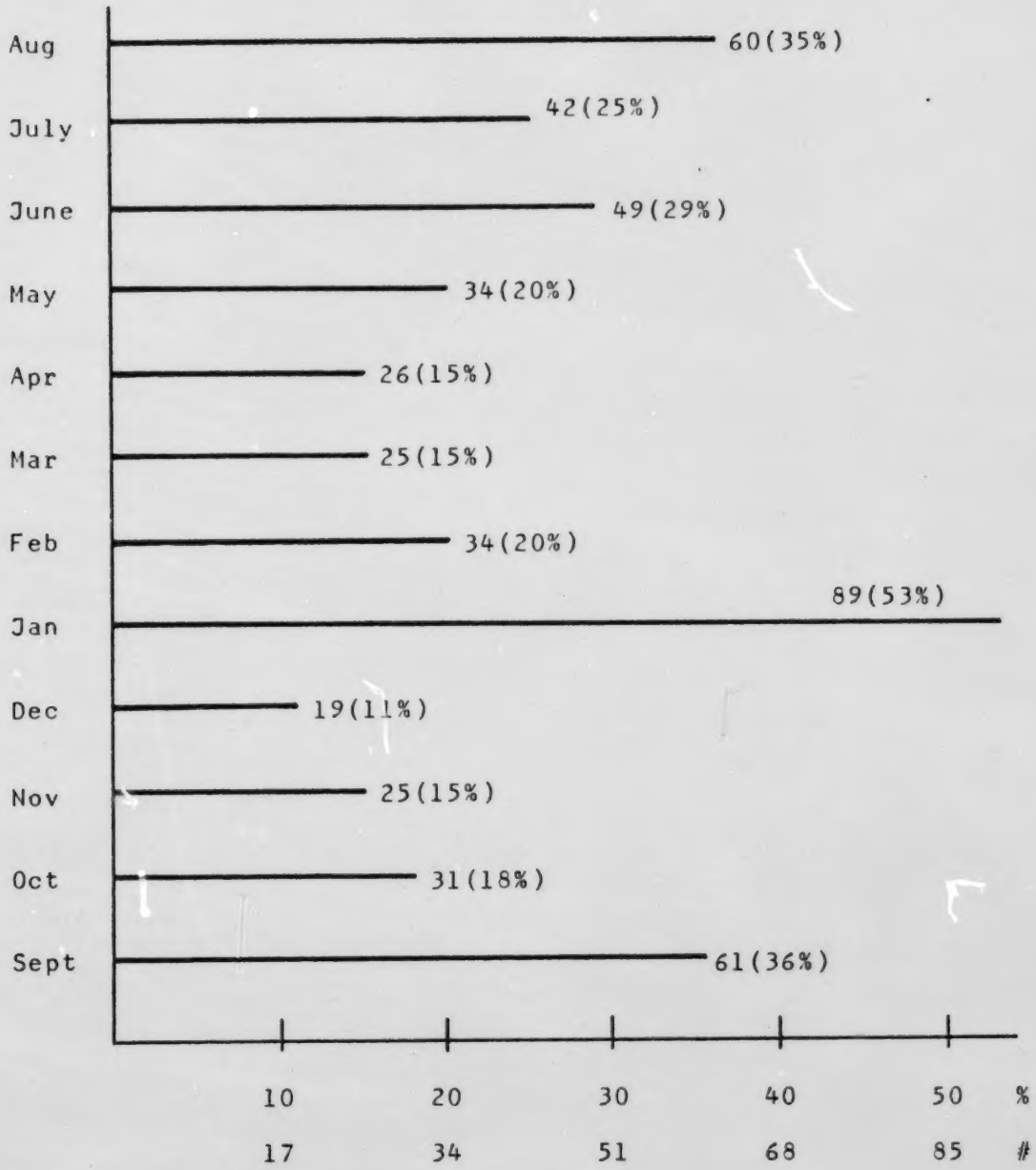

Figure 1

Those Months Which Are Particularly Convenient for Staff Development Workshop Activities (N=169)

desirable for administrators to participate and 20 or 11.2 percent said it was not desirable.

The data suggests that, in general, part-time faculty felt that it would be of value to have all three groups somehow involved in part-time faculty staff development. The proposed training model will ultimately reflect this opinion.

Several additional items were addressed in the questionnaire and dealt with cost of training. Figure 2 indicated that in terms of cost most part-timers would be willing to pay a reasonable cost. The majority felt that a cost of $10.00 to $20.00 per day would be very reasonable.

In terms of participation, part-timers were split in their opinion as to commitment to the profession. Figure 3 shows that 71 or 37 percent said yes they should participate in staff development and 73 or 38 percent said no. Also, when asked whether salary increases should reflect participation, 76 or 39 percent said yes but 88 or 45 percent said no. Figure 4 further illustrates this item. This would suggest that some commitment to the profession does indeed exist among part-time faculty.

A final question was asked regarding the desire for in-service university credit and is illustrated in Figure 5. An overwelming majority, 110 or 58 percent indicated that they would be interested in this item. Only 42 or 22 percent said they were not interested.

The survey instrument ended with a concluding item asking participants to make any comments they wished

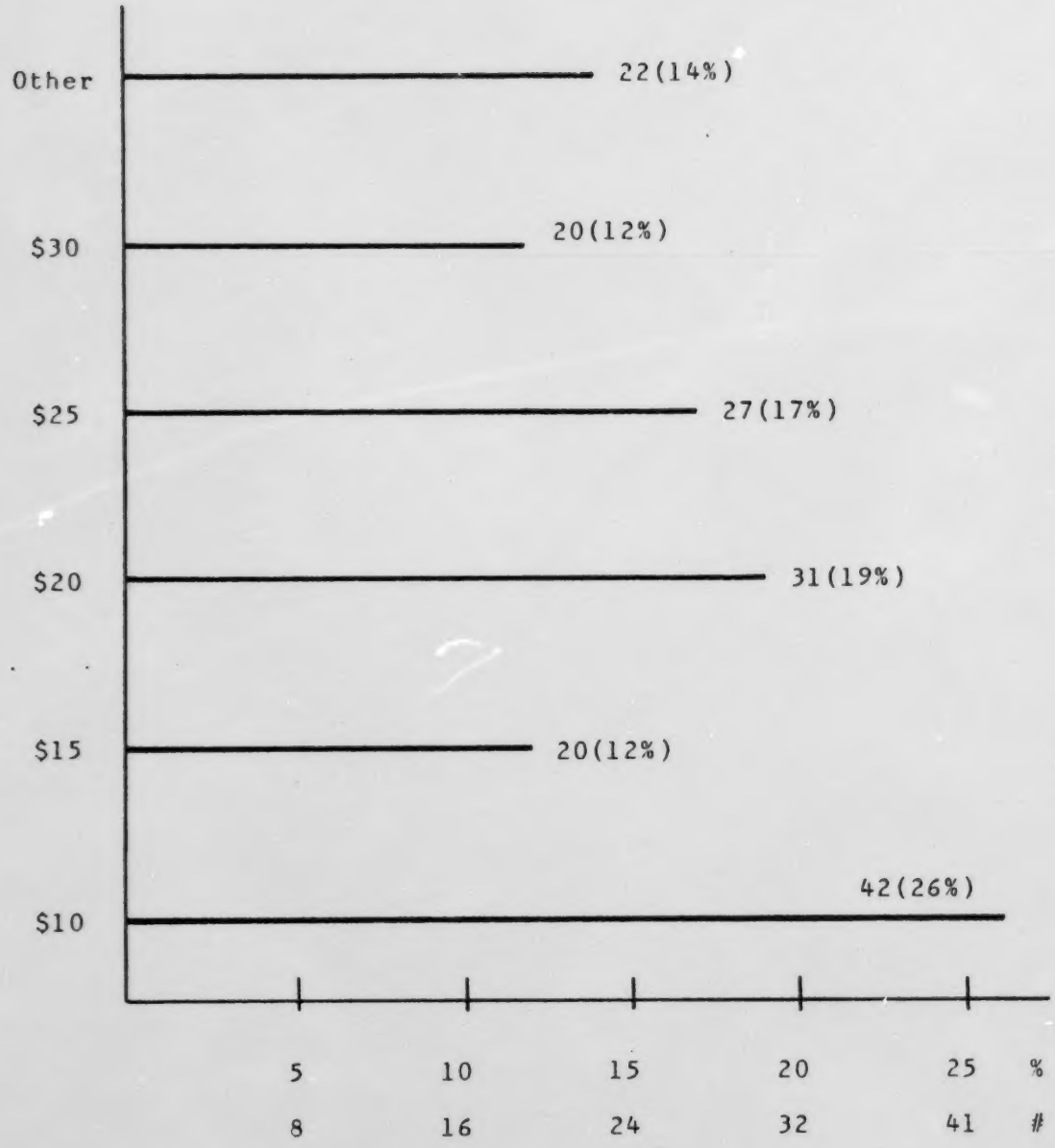

Figure 2

Maximum Average Cost Per Day That Would Be Paid By Part-Time Faculty (N=162)

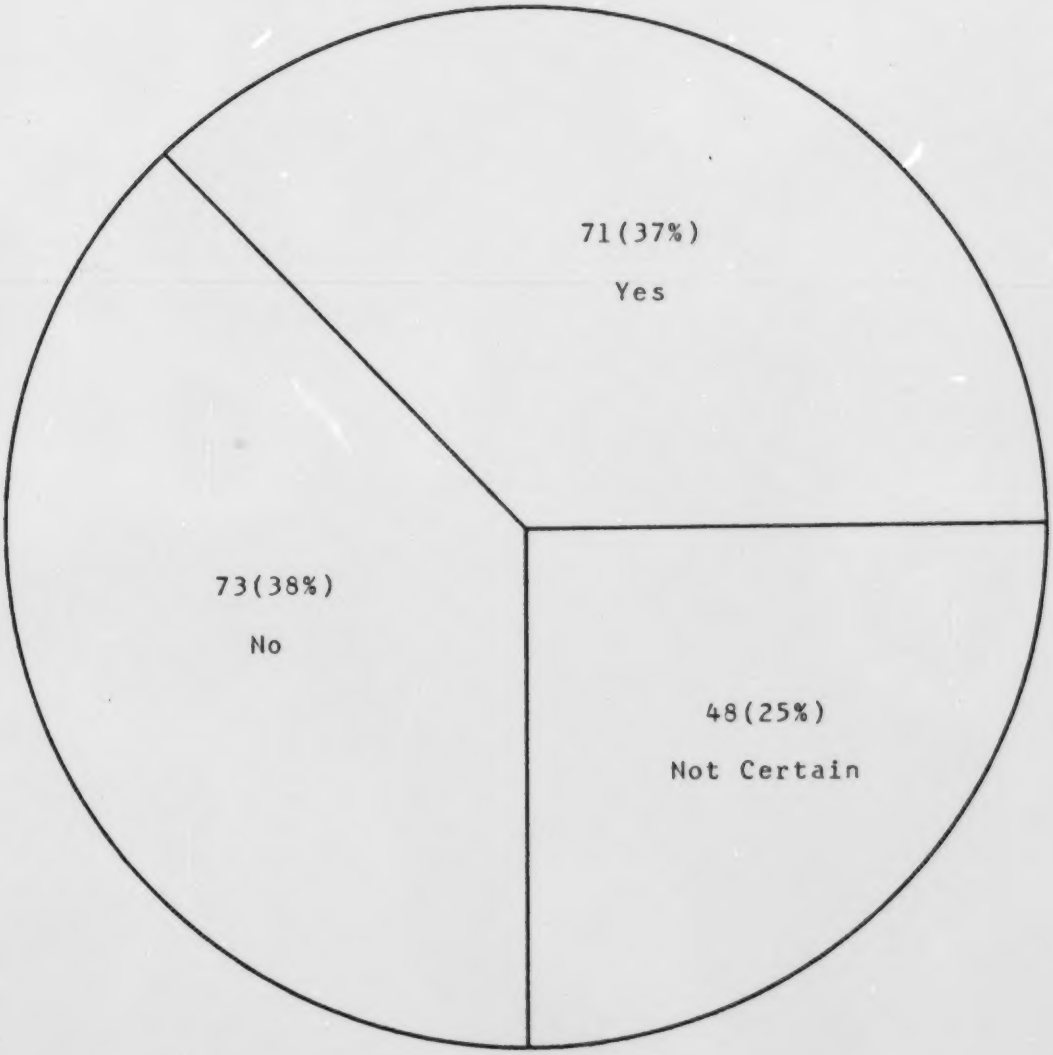

Figure 3

Part-Time Faculty Members Should Be Required To Participate In Staff Development Activities As A Part Of Their Commitment To The Teaching Profession
(P/T Faculty Only - N=192)

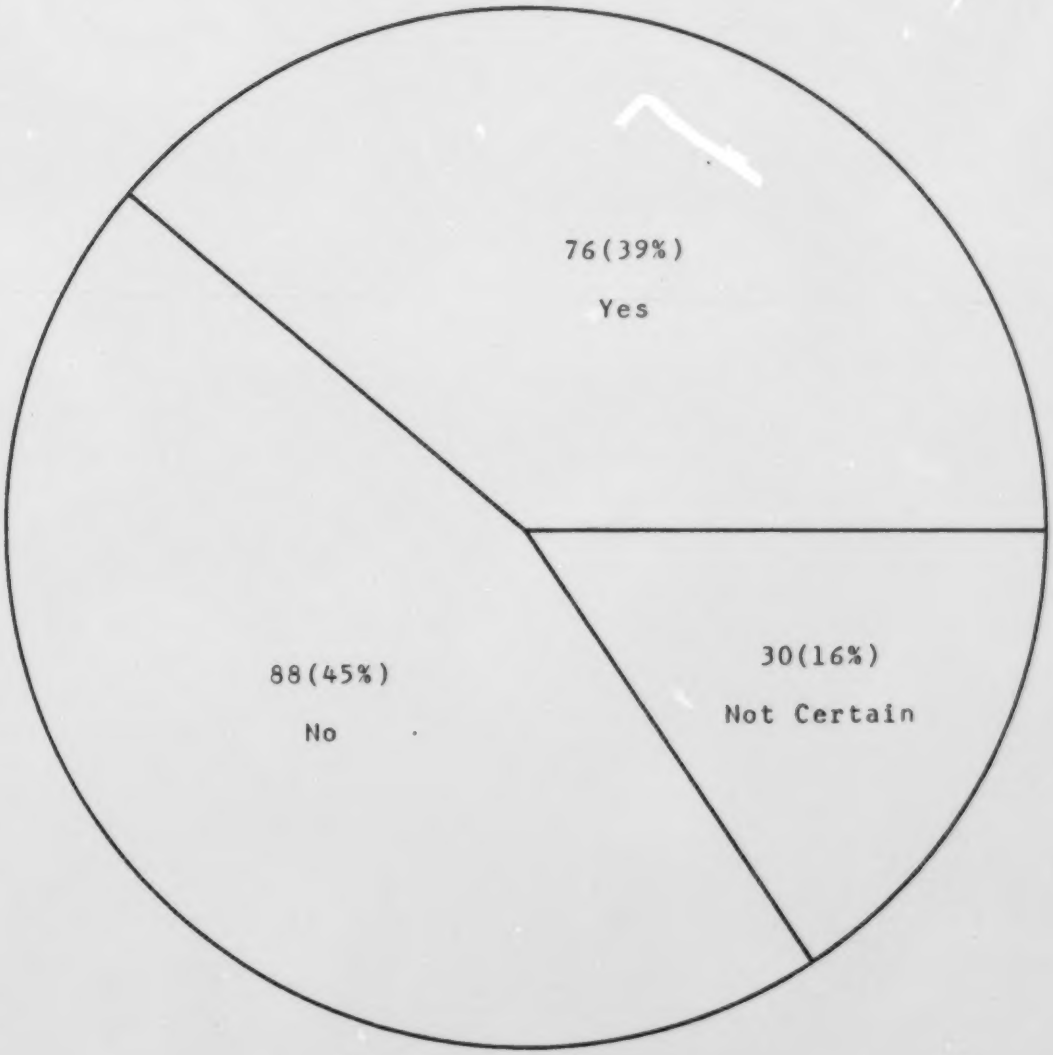

Figure 4

Part-Time Faculty Increases Should Reflect Direct Participation In Staff Development Activities (P/T Faculty Only - N=192)

Figure 5

If In-Service University Credit Can Be Arranged
For Staff Development Workshops, Would You
Take Advantage Of The Offer?
(P/T Faculty Only - N=191)

regarding in-service staff development training of part-time faculty. The majority of comments were made by part-timers and have been included for reference in the Appendix.

Summary

This chapter has presented a discussion and analysis of data accumulated through the use of a survey questionnaire. Pertinent data was solicited from three groups of local community college staff: Administrators, full-time faculty and part-time faculty. Comparisons were made among the groups with respect to specific catagories and items showing that some items were judged more important than others and that specific curriculum elements could be identified and prioritized.

A concluding overall question was asked of all groups regarding the need for staff development in-service training for part-timers with the results as follows: Administrators reported a high mean score of 4.7 with 9 or 69.2 percent indicating a high need and 4 or 30.8 percent a moderate need. Full-time faculty reported a mean of 4.3 with 61 or 85.9 percent seeing a moderate to high need and only 8 or 11.3 percent indicating a low need. Part-time faculty reported a mean of 3.6 and indicated that 109 or 58.2 percent saw a moderate to high overall training need, 38 or 20.3 percent a low need and 26 or 13.9 percent no need.

The data, with a composite mean score of 4.2 indicates that all groups, especially part-timers, felt positive about in-service training for part-time faculty and would

indeed support a formal program of training under appropriate delivery conditions. With this in mind, a model for the development of such a program has been designed and is presented in the following chapter.

CHAPTER V

A MODEL FOR THE STAFF DEVELOPMENT OF COMMUNITY COLLEGE PART-TIME FACULTY

A proposed model for staff development of community college part-time faculty has been developed and is based on a need confirmed by the review of literature and a survey conducted in connection with the study. The model is directly applicable to the faculty of Clark County Community College and has been reviewed by the study advisory committee. The recommendations made by this body have been incorporated into the final validated model.

The proposed plan was developed based on several criteria which initially served as the research questions. The first of these were perceived needs for part-time faculty staff development as identified by all community college professional staff. The second was the identification of optimum desirable conditions for the conduct of a staff development program.

The model was organized in the following manner: (1) administration of the training, (2) determination of training needs, (3) development and organization of curriculum components, (4) identification of populations to be served, (5) logistics of the training program, (6) funding, and (7) support services.

Administration of the Training

Ultimate responsibility for the overall administration of part-time faculty staff development should reside with the office of the academic officer in charge of instruction. Since this officer, usually a dean of instruction, dean of academic affairs or, locally, the dean of educational services, has numerous other responsibilities, an assistant dean or director should be appointed to assume the specific duties. This appointment, however, should not preclude the dean's commitment but rather should inhance the opportunity for administration to reaffirm its support for quality instructional development and delivery by part-time faculty.

The responsibility of the appointed person would be to coordinate all campus staff development activities with special emphasis placed on part-time faculty training. Further, this administrator would serve on any institutional professional development committees and see that part-time faculty training is made an integral part of the total educational process.

To insure that all faculty are informed about part-time faculty staff development activities, a strong in-house program of promotion should be instituted. Every effort should be made to explain the benefits of total staff participation and to enlist the assistance of all professional staff. One way of accomplishing this would be to institute a well organized and coordinated mentor system

thereby linking full-time and part-time faculty directly. The promotional effort should include data regarding in-house university credit which would be arranged for participants as well as specific and special incentives that could be offered by the institution. Specific incentives might include salary increases, priority in teaching assignment, voluntary committee participation or leadership and supervisory responsibilities which might capitalize on experience obtained outside of education. Every effort should be made to help part-time faculty avail themselves of staff development training, including an appeal to their commitment to the education profession.

Finally, provision should be made for an on-going program of evaluation. A successful program would focus primarily on formative evaluation but would not exclude others as may become necessary.

Determination of the Training Needs

A formal training program must be based on the needs of the population to be served, in this case, community college part-time faculty. A search of the literature and a survey of part-time faculty indicated that the following major catagories should be addressed in a staff development training program: (1) instructional development and delivery, (2) legal aspects of education, (3) mission of the community college, and (4) classroom and lab management of education. These catagories will be expanded upon in the following section. An analysis of the survey data suggests that the

listed catagories be addressed in the curriculum with the following order of priority:

1. Mission of the Community College
2. Instructional Development and Delivery
3. Legal Aspects of Education
4. Classroom and Lab Management of Education

Each of the broad catagories listed above contains numerous specific potential curriculum components. These are developed and organized in the following section.

Development and Organization of Curriculum Components

The model includes potential curriculum components identified from the literature and included in the survey component of this study. Part-time faculty were asked to indicate the perceived training need for each element and from this a prioritized listing was developed. The following outline is a result of the compilation, analysis and prioritization of the data. It would be used in writing the staff development training program and course syllabus.

I. MISSION OF THE COMMUNITY COLLEGE

1. Adult and Continuing Education
2. Vocational - Technical Education
3. University Transfer Education
4. General Education
5. Developmental Education
6. Philosophical Base
7. Historical Development

II. INSTRUCTIONAL DEVELOPMENT AND DELIVERY

1. Increasing Student Motivation
2. Reinforcing Student Learning
3. Accommodating Different Learning Rates
4. Cooperation/Communication Amoung Colleagues
5. Characteristics of Effective Instructors
6. Course and Curriculum Development
7. Grading Systems Compatible With Instructional Objectives
8. Self-Analysis of Teaching Skills
9. Developing Course Outlines
10. Writing Test Items
11. Writing Instructional Objectives
12. Diagnosis of Learning and Teaching Problems
13. Application of Learning Principles to Instruction
14. Course Entry-Exit Level Skills Assessment
15. Selecting, Developing and Using Multi-Media Learning Resources
16. Academic Advising/Counseling of Students
17. Helping Students to Explore Their Motives, Attitudes and Beliefs
18. Techniques for Evaluating Instructional Strategies
19. The Use of Computers in Teaching and Learning
20. Utilizing Group Process Skills in Class Discussions
21. Use of Community Resources as Teaching Tools
22. Writing Lesson Plans
23. Identification of Developmental Education Students
24. Textbook Selection and Review
25. Applying Research Findings on Teaching and Learning
26. Structuring Interdisciplinary Learning Experiences

*

27. Developing Programs for Disadvantaged and Handicapped Students
28. Developing and Using Self-Instructional Packages
29. Orienting Students to Individualized Instruction
30. Developing Audio-Tutorial Instructional Materials
31. Conducting Research Related to Teaching and Learning.

* Elements 27 - 31 should be included only if time permits.

III. LEGAL ASPECTS OF EDUCATION

1. Accountability
2. Disciplinary Rules and Regulations
3. Academic Freedom
4. Civil Rights/Non-Discrimination
5. Liability
6 Grievance Procedures
7. Malpractice (to be included only if time permits)

IV. CLASSROOM AND LAB MANAGEMENT OF EDUCATION

1. Communications With Administrators
2. Organizing and Maintaining the Learning Environment
3. Safety Considerations, Fire & Accident Prevention
4. Security
5. Inventory Control and Record Keeping (to be included only if time permits)

From the list of organized curriculum elements presented above, specific unit objectives and material together with delivery methods should be selected. Finally, key professional staff selected from administrators, full-time and part-time faculty, should be identified and invited to assume a leadership role in the presentation of instruction.

Identification of Populations to be Served

The primary population targeted by this model is part-time faculty teaching at the community college level of higher education. However, full-time faculty and administrators must also be intimately involved as supporting staff. It has already been suggested that full-time faculty act as mentors to the part-timers. This would have several benefits such as insuring further continuity among institutional programs and helping part-time faculty feel a part of the total institutional staff.

Administrators play a vital role. Without their support, especially those directly responsible for instruction, the staff development program is doomed to failure. The role of administrators is so important that leadership for the program must be given to an administrator singularily responsible for the total program. Ultimate responsibility for the success of the program must rest with this person.

The focus of the program is part-time faculty and as such, they are the major population segment to be served. Part-timers must be made to feel a vital part of the staff and must be treated as professionals in their field. They may, however, have limited training as professional educators and thus need the benefit of the proposed training program.

New part-time faculty should be formally integrated into the total institutional effort through a well planned orientation meeting. Following this, it is suggested that they be included in periodic college-wide meetings. Finally, they should be invited to actively participate in divisional meetings.

To insure that a staff development training program is well accepted and successful, part-timers must be included in every step of the program plan. Thier active participation in the development and delivery should not be overlooked.

It is important and well documented in the literature that qualified staff; administrators, full-time and part-time

be intimately involved in the development and delivery of instruction. Especially acute would be the involvement of part-timers who may bring a vast amount of experience and training from outside the formal academic setting. These people would add breath to the program and possibly relate to peers in a way that could not otherwise be achieved. Also, in the course of this research, many part-time participants indicated qualifications and a sincere desire to be actively involved in such an effort. These people should be contacted and their expertise utilized.

Logistics of the Training Program

Most part-time faculty teach throughout an entire semester and usually during the evening hours when the institution is in session. Also, time for professional development is at a premium because they are employed full-time on jobs outside of the institution. With these constraints in mind and based on the data collected, the following suggestions are offered in establishing the logistical parameters of a staff development training program for part-time faculty:

1. The most feasible way to learn the professional skills previously identified would be through on-campus short term workshops.
2. To insure the greatest amount of part-time faculty participation, workshops should be scheduled for either breaks during the school year or on weekends during the school year.

3. August, September and January should be selected as the most convenient months for the conduct of training.
4. The longest duration for any single workshop should be limited to one-half to one day.

Due to the extensive amount of potential instructional material to be taught, some discretion must be used in planning for the total staff development program. Obviously, a single workshop per year will not suffice, so it is suggested that the program be designed to be on-going with a minimum of two major workshops per year. Also, some thought should be given to the feasibility of offering several short workshops throughout the year and allowing part-time faculty to select those most convenient to them and meeting an immediate need.

Since an on-campus location for training seems to be the most desirable, a suitable location should be selected which will accommodate the maximum number of participants expected. Also, provisions should be made for refreshments and meals if possible.

Funding

Any quality instructional effort must draw from two major resources, human and financial. The human resources required for the proposed staff development program have already been addressed. The financial resources have not and must be delimited lest they impose unnecessary restrictions.

Since the primary purpose of part-time faculty staff development is to assist part-timers to become good educators a moderate amount of the cost could be borne by them. However, this should be the case only if other avenues of funding cannot be found.

The survey data indicated that part-timers would be willing to pay a cost of $10.00 to $20.00 for the program especially if the program must be conducted in an off-campus location. If a charge is in fact passed on to the faculty some form of itemized listing should be provided so that they know how the money is to be utilized. Benefits for their investment should also be explained such as in-service university credit, certificates of completion, course handout materials, or meal expenditures.

Finally, some form of funding may have to be arranged for specialized support services. This might include special printing costs, rental fees for audio visual equipment or honorariums for speakers and workshop leaders.

Support Services

Several vital elements must be made an integral part of a total staff development program. The first of several is the formation of an advisory committee which would function under the direct supervision of the administrator in charge of the program. The committee would be representative of all staff involved in the program and would include faculty from all instructional areas or divisions. Consideration should be given to providing

these people with an honorarium for their services so that they are rewarded with an incentive to give the best possible performance.

The duties of the committee should include assisting with the specific planning of appropriate workshops, liaison with other related advisory committees, and publication of a newsletter designed to keep all staff aware of coming professional development opportunities. Meetings of the advisory committee should be held frequently, especially at the onset of the program, and should be open to any interested staff.

Another support service which should be provided is the publication of a part-time faculty handbook. Included in the handbook would be the following: the mission of the community college, governing board and college policies which relate directly to part-time faculty, key calendar dates, matters of salary and fringe benefits, absences and substitutes, emergency procedures, services available on campus, key administrative personnel and, evaluation and grading procedures. The handbook should be structured as a ready reference tool for the part-timers and should include other data the advisory committee deems necessary. It could be modeled after the full-time faculty manual and should be updated every year.

A final inclusion in the handbook should be a section dealing with upcoming staff development workshops or activities. The goals and objectives of such a program should be clearly stated and the benefits of staff

participation explained.

A final consideration for staff development support must be the full cooperation of first line supervisors or divisional directors. These people must provide schedule flexibility, substitutes, released time, travel funds or whatever is necessary for the ultimate success of the program. Often times even simple words of encouragement to part-time faculty provide the necessary impetus to insure success of a program.

Summary

This chapter has presented a model which can be used in the development and refinement of a staff development training program for community college part-time faculty. The model was based on a review of literature, a survey conducted among professional staff at Clark County Community College, and communication with an advisory committee. The organization of the presentation was based on major catagories identified in the literature and prioritized with respect to data collected in the survey. Potential curriculum components were listed and program parameters were identified. The model is the culmination of the total research project and can be used as a blueprint for further program development. Every effort was made to keep the model broad enough to accommodate immediate and changing needs and to maximaize the creativity of the program advisory committee and the administrator in charge of the total effort.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study was designed to provide data which could be used in the design of a staff development program for community college part-time faculty. Based on the conceptualization and analysis of data, a model was developed and presented in the preceding chapter. The model can be used as a planning guide in the formal implementation of a training program for part-timers.

The procedure involved a review of literature and a questionnaire survey of community college professional staff with part-time faculty being the major group. Collected data was tabulated, analyzed, reported as descriptive information and used in the development of the model.

The study focused on the following specific questions which served as a basis for the model:

1. What were the perceived needs for staff development among community college part-time faculty?
2. To what extent did full-time faculty perceive the needs for staff development among part-time faculty?
3. To what extent did administrators perceive the staff development needs of part-time faculty?
4. Could specific staff development activities

needed by part-time faculty be identified and integrated into a model program?

5. What were the optimum desirable conditions for the staff development of part-time faculty?
6. Was there an observable difference regarding part-time faculty staff development needs among the three groups in the study?

Also in an effort to give the study more depth and assist program planners specific characteristics of the faculty were determined.

Summary of Faculty Characteristics and Research Questions

Responding to the questionnaire were 13 administrators, 73 full-time faculty and 196 part-time faculty. A compilation of the survey data indicated that from the administrative group 61.5 percent were males and 38.5 percent were females. The majority had held their current position for less than two years, had been professional educators at any institution for over 10 years and held the terminal doctoral degree.

Full-time faculty responses indicated that 67.1 percent were males and 32.9 percent were females. Of this group, 24.7 percent had been in their current position for less than two years; 20.5 percent, 2 to 5 years; 46.6 percent, 5 to 10 years and 6.8 percent, over 10 years. All teaching areas were represented by the survey respondents with the majority teaching in a single subject matter area.

The majority of this group of faculty members had been teaching at any institution for five years or more and held the MA/MS as the highest degree.

Part-time faculty composed the major component of the study and represented 69.4 percent of the total staff. Of those responding, 62.6 percent were males and 35.9 percent were females. The majority had occupied their current position for less than two years and were teaching in a single subject matter area. Almost an even distribution was reported for the total years as an educator at any institution with 25.4 percent having taught less than two years; 22.3 percent, 2 to 5 years; 25.4 percent, 5 to 10 years; and 26.9 percent, for over 10 years. Finally, the majority indicated holding either the bachelor or masters as the highest degree.

Perceived Needs for Staff Development Among Community College Part-Time Faculty

The perceived training needs were identified by a review of literature and a survey questionnaire sent to all administrators, full-time faculty and part-time faculty at Clark County Community College. The data indicated that training needs could be identified and placed into the following major catagories in priority order: mission of the community college, instructional development and delivery, legal aspects of education, and classroom and lab management of education.

The first catagory, mission of the community college

contained seven potential curriculum elements. In a collective rating by part-time faculty, a mean score of 3.3 was computed which indicated that part-timers felt there was low to moderate need for training in this area.

The second catagory was instructional development and delivery and contained 31 specific elements. The collective training need rating for this group by part-time faculty was 3.3 which again indicated a low to moderate training need.

The third catagory of potential training needs dealt with the legal aspects of education and contained seven specific items. Part-time faculty reported a collective score of 3.1 for this group of elements which indicated a low training need.

A final catagory, classroom and lab management of education contained only five specific elements. Part-time faculty rated the collective elements at 3.1 which again indicated a low training need.

In a general sense and with the four major catagories considered together, the need perception of the part-time faculty for staff development was moderate. A mean score of 3.6 was reported in this regard and indicated a favorable response to the overall issue.

Full-Time Faculty Perceived Needs for Staff Development of Part-Time Faculty

In general, the ratings of perceived training needs by full-time faculty were higher than part-timer's. The

catagories are listed in the same order as above and collective mean scores reported.

Full-time faculty reported a mean score of 3.7 for training in the mission of the community college. This indicated that a moderate training need for part-timers was perceived by their full-time counterparts. Regarding instructional development and delivery, a mean of 3.7 was calculated and also indicated a moderate need for training in this area.

The next catagory involved the legal aspects issue and was given a mean score of 3.7 by this faculty group. This again indicated a moderate need perception for training.

Finally, the last catagory dealing with classroom and lab management received a mean score of 3.6. This was slightly less than the other catagories but well within the moderate need range.

Overall, full-time faculty saw a moderate to high need for part-time faculty staff development. A mean score of 4.3 was reported by this group on this issue and was somewhat higher than that reported by part-time faculty.

Administrators Perceived Needs for Staff Development of Part-Time Faculty

The perceived needs for part-time faculty staff development were somewhat higher than full-time faculty and considerably higher than part-time faculty. Mean scores for each catagory are again reported in the same order as those above.

The training need for elements dealing with the mission of the community college was reported at 4.1 which indicated a moderate need perception. For training dealing with instructional development and delivery the mean score reported by administrators was 4.0 and this also indicated a moderate training need. The next catagory involved the legal issue of education and rated a mean score of 4.0. Finally, classroom and lab management was reported at 3.8 and was the lowest ranked catagory.

Administrators reported an overall training need perception of 4.7 for the staff development of part-time faculty. This was the highest rating among the three groups involved in the study.

Specific Staff Development Components Identified and Integrated Into a Model Program

Specific staff development components were identified through a search of the literature and after consultation with the study advisory committee. The components were organized into the following major catagories: (1) administration of the training, (2) determination of training needs, (3) development and organization of curriculum components, (4) identification of populations to be served, (5) logistics of the training program, (6) funding, and (7) support services.

These catagories became the organization for the staff development model and consisted of specific items collected by the survey questionnaire. All items were rated

by the appropriate staff and the data was used to develop the final model program.

Observable Differences Regarding Part-Time Faculty Staff Development Needs Among the Three Groups in the Study

There appeared to be several observable differences regarding perceived training needs among the study groups. A composite need rating for each of the major catagories identified in Part II of the study indicated that administrators saw a much higher training need for each area than did part-time faculty. Full-time faculty also saw a higher need for training in each area than did part-timers but a lower need than administrators.

In terms of prioritization of training catagories again an observable difference was indicated. Administrators indicated the following priority in descending order:

1. Mission of the Community College
2a. Instructional Development and Delivery
2b. Legal Aspects of Education
3. Classroom and Lab Management of Education

Full-time faculty indicated the following priority of catagories:

1a. Mission of the Community College
1b. Instructional Development and Delivery
1c. Legal Aspects of Education
2. Classroom and Lab Management of Education

Part-time faculty reported the following prioritization:

1a. Instructional Development and Delivery
1b. Mission of the Community College
2a. Legal Aspects of Education
2b. Classroom and Lab Management of Education

Finally, within the four major catagories, several

distinct differences dealing with the training need perception of specific elements were observable. Within the catagory dealing with the mission of the community college, a large discrepancy existed between part-time faculty and administrators regarding items 1 and 2. A discrepancy also existed between full-time faculty and administrators regarding Item 1. The large catagory concerned with instructional development and delivery indicated the following differences: Administrators and part-time faculty differed on Items 1, 2, 3, 5, 7, 8, 9, 13, 19, 21 and 28. Full-time and part-time faculty differed between each other with respect to Items 19, 24, 25 and 30. The next catagory dealt with the legal aspects of education and indicated the following differences: Administrators differed from part-time faculty on all items and from full-time faculty on Items 3 and 5. Full-time and part-time faculty reported differences among Items 2 and 6 only. The last catagory of classroom and lab management showed the following observable differences: Administrators differed from part-timers on all items except number 5 and from full-time faculty on Item 2. Full-time and part-time faculty differed only with respect to Items 2, 3 and 4.

The observable differences were tabulated and addressed in the appropriate chapter. Attention was called to the differences so that as the training model is implemented, communication and dialog can be effected among the differing groups.

Optimum Desirable Conditions for Staff Development of Part-Time Faculty

Part-time faculty were asked to address several questionnaire items dealing with specific conditions for the conduct of staff development activities. These included the best possible locations for staff development training, times, presentation parameters, participants, cost and benefits.

A majority of the part-timers indicated that an important part of staff development would include new faculty orientation meetings, periodic college-wide faculty meetings and especially occasional divisional/area meetings. This form of professional communication seemed to indicate a need by part-timers to share concerns and thoughts regarding teaching activities.

Regarding the times, location and duration of staff development activities, the majority of faculty felt that an on-campus location was the most desirable and that breaks or weekends during the school year preferably during the months of August, September or January would be the most convenient. Workshops were the favored method of organization with a time duration for any single session limited to one-half to one day. Part-timers indicated that all professional staff should be involved in training activities, that a reasonable cost of $10.00 to $20.00 could be charged if an off-campus location was selected for training and that university in-service credit should be made available to participants. Finally, attendance at staff development

functions should be voluntary but a strong appeal should be made to the part-time faculty regarding their commitment to the teaching profession.

A general item was included at the conclusion of the survey soliciting any comments regarding in-service staff development training for part-time faculty. These have been tabulated and are included in the Appendix.

Conclusions

The study elements summarized above led to the following conclusions:

1. There is a recognized need by professional community college staff that effective in-service staff development for part-time faculty is desirable.
2. That specific staff development needs can be identified by part-time faculty.
3. That a model for the staff development of part-time faculty can be developed from identified training needs.
4. That optimum desirable conditions for the conduct of staff development training can be identified.
5. That differences among community college staff do exist with respect to part-time faculty staff development needs.

Recommendations

The following recommendations are based on a review of literature, an analysis of the data collected by the survey instrument and discussion with the study advisory committee. It is suggested that these items serve as a basis for the development and testing of a staff development program germane to the needs of community college part-time faculty at Clark County Community College:

1. Part-time faculty staff development should be established as an integral component of the total college organization. An administrator should be appointed to direct the program and key faculty should be invited to provide leadership in appropriate training activities.
2. The model developed from this research should be used to plan, implement and test a staff development program for part-time faculty. An advisory committee consisting of representative professional staff should be formed to help with the above activity.
3. Specific goals and objectives for the staff development program should be established. Further, it should be insured that they are consistent with college goals and objectives, and that they are well publicized.
4. The staff development program should be promoted both internally and externally. The

benefits of professional improvement should be clearly explained and related to a commitment to the teaching profession.

5. Evaluation of the staff development program should be provided so that a successful, on-going effort can be effected.
6. A communication system which provides dialog among administrators, full-time faculty and part-time faculty should be developed so that differences regarding staff development can be resolved.

The following suggestions are made as recommendations for further study:

1. Additional research could be performed to identify alternate methods of providing for part-time faculty staff development.
2. In view of current fiscal constraints, some method of adequately funding a staff development program should be investigated and developed.
3. The staff development training of part-time faculty in terms of specific institutional needs should be investigated and compared with this study.

BIBLIOGRAPHY

American Association of Junior Colleges. In Service Training for Faculty and Staff: A Survey of Junior and Community College Administrators, (Faculty Development Project), Washington, D.C., 1969.

Anderson, Robert B. "Adjunct Faculty Deserves a Better Deal." Change, 7:8,64. September, 1975.

Behm, Robert; Alvin Lybarger and Robert Wilber. "Accentuating the Professional Role of Part-Time Faculty," U.S., Educational Resources Information Center, ERIC Document ED 143 401, 1977.

Bender, Louis W. and James O. Hammons. "Adjunct Faculty: Forgotten and Neglected." Community and Junior College Journal, 43:20-22. October, 1972.

Bender, Louis W. and R. L. Breuder. "Part-Time Teachers--'Stepchildren' of the Community Colleges." Community College Review, 6:vii. April, 1973.

Bentley, Ernest L. Jr. "Comprehensive Staff Development." Theory Into Practice, 11: 262-266. April, 1972.

Bergquist, William H. and Steven R. Phillips. A Handbook for Faculty Development. The Council for the Advancement of Small Colleges in Association with the College Center of the Finger Lakes. Washington, D.C., 1975.

Best, John W. Research In Education. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970

Blake, Larry J. "A Catalyst for Staff Development." Community and Junior College Journal. 43:12-13, October, 1972.

Borg, Walter R. and Meredith D. Gall. Educational Research: An Introduction. New York: David McKay Company, Inc., 1971.

Case, Chester H. Professional Staff Development: A Community College Model. Pitsburg, California: Community College Press, 1976.

_____. (ed.) Staff Development for the Five Clientels: Readings on Community College Staff Development Programs for New Faculty, Experienced Faculty, Adjunct (Part-Time) Faculty, Classified Staff and Management. Pittsburg, California: Community College Press, 1976.

Caswell, Jacquelyn M. "A Professional Development Program for Part-Time Instructors in Community Colleges," Doctoral dissertation, Nova University, 1979.

Clark County Community College. Personal correspondence between Dr. Judith Eaton; President, and the writer. July 28, 1981.

Clark County Community College. 1981/82 Faculty and Staff Directory. North Las Vegas, Nevada.

Cohen, Arthur M. and Florence B. Brawer. The Two-Year College Instructor Today. New York: Praeger Publishers, 1977.

Coward, Tamara B. (ed.) and Others. Professional Development in Higher Education. Advanced Institutional Development Program Two-Year College Consortium. Central YMCA Community College: Chicago, Illinois, McManis Associates, Inc., Washington, D.C., 1978.

Davis, Carol A. Staff Development: A Model Program for Oakton Community College. Unpublished major research project, Nova University, 1976.

Gaus, Paula J. "Six Rules for Survival for Adjunct Professors," The Chronicle of Higher Education. 23:8, October 21, 1981.

Hammons, James O. Proceedings: The Conference on Questions and Issues on Planning Community College Staff Development Programs. University Park: Pennsylvania State University Press, 1975.

_____. "How Effective are Short-Term Faculty Workshops." Audio-visual Instructor. 20:26-27. December, 1975.

Hammons, James O. and Terry H. Wallace. An Assessment of the Development Needs of Community Colleges in the Northeastern United States. University Park, Pennsylvania: The Center for the Study of Higher Education, The Pennsylvania State University, 1976.

Hammons, James O., Terry H. Wallace and Gordon Watts. Staff Development in the Community College: A Handbook. U.S., Educational Resources Information Center, ERIC Document ED 154 887, 1978.

Harris, David A. and Michael H. Parsons. "Adjunct Faculty: A Working System of Development," Unpublished report, Hagerstown Junior College, Hagerstown, Maryland, 1975.

Hoenniger, Ronald and Richard A. Black. "Neglect of a Species," Community and Junior College Journal, 49:25-27. November, 1978.

Houston, Robert W. and Roger Pankratz (eds.). Staff Development and Educational Change. Developed by Teacher Corps: Association of Teacher Educators. Reston, Virginia, 1980.

Kintzer, Frederick C. "Advantages of Open-Response Questions in Survey Research," Community/Junior College Research Quarterly, 2:1, October-December, 1977.

Klecka, William R., Norman H. Nie and C. Hadlai Hull. Statistical Package for the Social Sciences - Primer. New York: McGraw Hill Book Co., 1975.

Koltai, Leslie. Keynote Address at the Conference on Part-Time Teachers. Sponsored by Legislative Committee, Board of Governors of the California Community Colleges, Inglewood, California, U.S., Educational Resources Information Center, ERIC Document ED 118 174, 1976.

Kozoll, Charles E., Phyllis B. Weichenthal and Robert P. Means. Professional Development Handbook for Community College Part-Time Faculty Members. Prepared by the Office of Continuing Education and Public Service and the Department of Vocational and Technical Education, University of Illinois at Urbana-Champagne, U.S., Educational Resources Information Center, ERIC Document ED 156 288, 1978.

Lombardi, John. Part-Time Faculty in Community Colleges. U.S., Educational Resources Information Center, ERIC Document ED 115 316, 1975.

Long, Edward J. Jr. Analysis of Professional Development Needs of Part-Time Continuing Education Instructors at St. Petersburg Junior College. A major applied research project for Nova University, U.S., Educational Resources Information Center, ERIC Document ED 162 678, 1978.

McCarter, Ronald W. and Charles E. Grigsby. Staff Development: A Community College Plan, Southeastern Community College, Whiteville, North Carolina, U.S., Educational Resources Information Center, ERIC Document ED 129 359, 1976.

Melton, Raymond G. "Effective Staff Development Programs," The School Administrator, 38:14, February, 1981.

Nice, Norman H. and Others. Statistical Package for the Social Sciences. New York: McGraw Hill Book Co., 1975.

O'Banion, Terry (ed.) "Developing Staff Potential," New Directions for Community Colleges. San Francisco: Jossey-Bass, Inc. 6:vii, Autumn, 1977.

_____. Teachers for Tomorrow: Staff Development in the Community-Junior College. Tucson: University of Arizona Press, 1972.

Parsons, Michael H. Part-Time Faculty - A Statewide Model for Development. A Paper Commissioned for the Northeast Regional Conference of the National Council for Staff, Program and Organizational Development, Mt. Laurel, New Jersey, U.S., Educational Resources Information Center, ERIC Document ED 161 484, 1978.

Price, Floyd H. and William H. Lane. "An Analysis of Community and Junior College Use of Part-Time Faculty," Unpublished report, Kansas State University, April, 1976.

Rubin, Louis (ed.). The In-Service Education of Teachers. Boston: Allyn and Bacon, Inc., 1978.

Samlin, J. R. "In-Service Education in American Public Junior Colleges," Doctoral dissertation, Illinios State University, 1967.

Sessions, Virgil D. "Staff Development for Part-Time Instructors in the Coast Community College District," Doctoral dissertation, University of California, Los Angeles, 1979.

Smith, Al. Staff Development Practices in U.S. Community Colleges. Lexington, Kentucky: Publications Commission AACJC Council for Staff, Program and Organizational Development, January, 1980.

Sweeney, Jim. "Staff Development - Lets Start at the Beginning," Technological Horizons in Education Journal, 6:5, September, 1979.

Tirrell, J. A. "Community College Staff Development: An Annotated Bibliography Updated." Prepared for the National Conference on Personnel Development for Post-Secondary Vocational Education Programs of Less Than Baccalaureate Degree. St. Louis, Mo., January 18-21, 1976.

Wallace, Terry H. Community College Staff Development: An Annotated Bibliography, University Park, Pennsylvania: The Center for the Study of Higher Education, The Pensylvania State University, 1975.

Yarrington, Roger (ed.). New Staff for New Students: Educational Opportunity for All. Report of the 1973 Assembly of the American Association of Community and Junior Colleges: Washington, D.C., American Association of Community and Junior Colleges, 1974.

APPENDIXES

APPENDIX A

Personal Correspondence

CLARK COUNTY
COMMUNITY
COLLEGE

July 28, 1981

Mr. Melvin J. Pedras
4352 El Cebra Way
Las Vegas, NV 89121

Dear Mel:

Clark County Community College is attempting to develop a comprehensive staff development program for part-time faculty. The College has a history of significant reliance on the efforts of part-time staff and would greatly benefit from recommendations concerning structure and substance in this area. Ongoing part-time faculty require institutional support as they continue to work with us in the development of programs and the realization of institutional goals. Comprehensive review of adjunct staff needs and concerns followed by a program of implementation based upon identified areas of growth will be of major value to the institution over the years.

Your interest in pursuing the area of study at the doctoral level comes at a key point in college development. Clark County Community College wishes to support your efforts and will cooperate in your research and analysis. It will be beneficial to all if your results can be successfully integrated with part-time staff development activity at the institution.

Sincerely,

Judith Eaton
President

JE/ep

3200 EAST CHEYENNE AVENUE, NORTH LAS VEGAS, NEVADA 89030 · (702) 643-6060

UNIVERSITY OF NEVADA SYSTEM · COMMUNITY COLLEGE DIVISION
AFFIRMATIVE ACTION/EQUAL EMPLOYMENT OPPORTUNITY

APPENDIX B

Cover Letters and Questionnaire

CLARK COUNTY
COMMUNITY
COLLEGE

January 1982

Dear Colleague:

In an effort to assist part-time faculty in the improvement of instructional delivery, I am conducting a research study and need your assistance. The research data will ultimately lead to the development of a comprehensive, long-term plan for the training of part-time faculty.

Enclosed is a questionnaire which solicits your opinion on a number of subjects. I would appreciate your participation and ask that you take a few moments and complete the instrument. Please note that three groups are involved in the study. Full-time faculty, part-time faculty and administrators. Full-time faculty and administrators should complete only Parts I and II of the questionnaire. Part-time faculty will complete Parts I, II and III.

Upon completion, please return the survey instrument to me at the following address:

Melvin J. Pedras
CCCC - Henderson Campus
700 S. College Drive
Henderson, Nevada 89015

Thank you for your time and assistance.

Gratefully,

Melvin J. Pedras

Melvin J. Pedras

Enclosure

3200 EAST CHEYENNE AVENUE, NORTH LAS VEGAS, NEVADA 89030 (702) 643-6060

UNIVERSITY OF NEVADA SYSTEM COMMUNITY COLLEGE DIVISION
AFFIRMATIVE ACTION/EQUAL EMPLOYMENT OPPORTUNITY

CLARK COUNTY
COMMUNITY
COLLEGE

February 1982

Dear Colleague:

Recently you were mailed a questionnaire dealing with the staff development needs of part-time faculty. The instrument is part of a research study being conducted so that the College can be more responsive to part-time faculty needs.

To date a response to the first questionnaire has not been received. Enclosed is another copy for your completion and can be returned in the postage-paid envelope provided. Your participation is very important to the success of this study and would be greatly appreciated.

Thank you for your cooperation.

Professionally,

Melvin J. Pedras

Melvin J. Pedras

MP:js
Enclosure

3200 EAST CHEYENNE AVENUE, NORTH LAS VEGAS, NEVADA 89030 (702) 643-6060
UNIVERSITY OF NEVADA SYSTEM COMMUNITY COLLEGE DIVISION
AFFIRMATIVE ACTION/EQUAL EMPLOYMENT OPPORTUNITY

STAFF DEVELOPMENT QUESTIONNAIRE

ID _____ (1-3)

Part I - General Information

Directions: Please check ____ an appropriate response for each of the numbered items listed below.

1. Sex (4)

____ (1) Male ____ (2) Female

2. Position currently held at Clark County Community College (5)

_____ (1) Full-time instructor

_____ (2) Part-time instructor

_____ (3) Full-time administrator

_____ (4) Part-time administrator

_____ (5) Other-(please list)

_____

3. Number of years in current position (6)

_____ (1) Less than 2

_____ (2) 2 to 5

_____ (3) 5 to 10

_____ (4) More than 10

4. If you are an instructor, list your teaching area(s); i.e., history, math, drafting, business, etc.

(1) _____ (2) _____

5. Total years as a professional educator at any institution (7)

_____(1) Less than 2

_____(2) 2 to 5

_____(3) 5 to 10

_____(4) More than 10

6. Highest degree held (8)

_____(1) None

_____(2) Associate

_____(3) Bachelor

_____(4) Master

_____(5) Doctor

_____(6) Other - (please list)

_____

Part II - Staff Development Activity Needs for Part-Time Faculty

Directions: A number of skills and knowledge items are listed below. Please circle the number which best indicates your perceived need for inclusion in a part-time faculty training program. The numbers indicate the following value opinions:

No Opinion	No Need	Low Need	Moderate Need	High Need
1	2	3	4	5

---

1. INSTRUCTIONAL DEVELOPMENT AND DELIVERY

(1)	Course and curriculum development	1	2	3	4	5	(9)
(2)	Developing course outlines	1	2	3	4	5	(10)
(3)	Writing lesson plans	1	2	3	4	5	(11)
(4)	Developing and using self-instructional packages	1	2	3	4	5	(12)
(5)	Applications of learning principles to instruction	1	2	3	4	5	(13)
(6)	Textbook selection and review	1	2	3	4	5	(14)
(7)	Course entry-exit level skills assessment	1	2	3	4	5	(15)
(8)	Reinforcing student learning	1	2	3	4	5	(16)
(9)	Diagnosis of learning/teaching problems	1	2	3	4	5	(17)
(10)	The use of community resources as teaching tools	1	2	3	4	5	(18)
(11)	Structuring interdisciplinary learning experiences for students	1	2	3	4	5	(19)
(12)	Orienting students to individualized instruction	1	2	3	4	5	(20)
(13)	Self-analysis of teaching skills	1	2	3	4	5	(21)
(14)	Conducting research related to teaching and learning	1	2	3	4	5	(22)
(15)	Applying research findings on teaching and learning	1	2	3	4	5	(23)
(16)	Increasing student motivation	1	2	3	4	5	(24)
(17)	Accommodating different learning rates	1	2	3	4	5	(25)
(18)	Helping students to explore their motives, attitudes and beliefs	1	2	3	4	5	(26)
(19)	Writing instructional objectives	1	2	3	4	5	(27)
(20)	Writing test items	1	2	3	4	5	(28)
(21)	Grading systems compatible with instructional objectives	1	2	3	4	5	(29)
(22)	Techniques for evaluating instructional strategies	1	2	3	4	5	(30)
(23)	Developing programs for disadvantaged and handicapped students	1	2	3	4	5	(31)
(24)	Academic advising/counseling of students	1	2	3	4	5	(32)
(25)	Selecting, developing and using multi-media learning resources	1	2	3	4	5	(33)

	No Opinion 1	No Need 2	Low Need 3	Moderate Need 4	High Need 5	
(26) Developing audio-tutorial instructional materials	1	2	3	4	5	(34)
(27) Utilizing group process skills in class discussions	1	2	3	4	5	(35)
(28) Identification of developmental education students	1	2	3	4	5	(36)
(29) The use of computers in teaching and learning	1	2	3	4	5	(37)
(30) Characteristics of effective instructors	1	2	3	4	5	(38)
(31) Cooperation/communication among colleagues	1	2	3	4	5	(39)
2. LEGAL ASPECTS OF EDUCATION						
(1) Malpractice	1	2	3	4	5	(40)
(2) Accountability	1	2	3	4	5	(41)
(3) Liability	1	2	3	4	5	(42)
(4) Academic freedom	1	2	3	4	5	(43)
(5) Civil rights/Non-discrimination	1	2	3	4	5	(44)
(6) Disciplinary rules and regulations	1	2	3	4	5	(45)
(7) Grievance procedures	1	2	3	4	5	(46)
3. MISSION OF THE COMMUNITY COLLEGE						
(1) Historical development	1	2	3	4	5	(47)
(2) Philosophical base	1	2	3	4	5	(48)
(3) University transfer education	1	2	3	4	5	(49)
(4) Adult and continuing	1	2	3	4	5	(50)
(5) General education	1	2	3	4	5	(51)
(6) Developmental education	1	2	3	4	5	(52)
(7) Vocational-technical (work prep) education	1	2	3	4	5	(53)
4. CLASSROOM AND LAB MANAGEMENT OF EDUCATION						
(1) Inventory control and record keeping	1	2	3	4	5	(54)
(2) Organizing and maintaining the learning environment	1	2	3	4	5	(55)
(3) Safety considerations, fire and accident prevention	1	2	3	4	5	(56)
(4) Security	1	2	3	4	5	(57)
(5) Communications with administrators	1	2	3	4	5	(58)
5. AN OVERALL NEED FOR STAFF DEVELOPMENT IN-SERVICE TRAINING FOR PART-TIME FACULTY	1	2	3	4	5	(59)

Part III - Optimum Desirable Conditions for the Staff development of Part-Time Faculty

* Only part-time faculty are to complete this part of the survey

Directions: For each of the activities listed below, please circle the number corresponding to the perceived desirability level. The numbers indicate the following value opinions:

No Opinion	Not Desirable	Somewhat Desirable	Very Desirable
1	2	3	4

1. New part-time faculty orientation meetings 1 2 3 4 (60)

2. Periodic college-wide part-time faculty meetings 1 2 3 4 (61)

3. Periodic part-time faculty division/area meetings 1 2 3 4 (62)

4. Attendance at professional education or trade association conferences 1 2 3 4 (63)

5. Possible locations for staff development workshops
   (1) On campus 1 2 3 4 (64)
   (2) Off campus 1 2 3 4 (65)
   (3) At some location within reasonable driving distance (50 mi. or less) 1 2 3 4 (66)
   (4) Other - (please explain) _____

6. For greatest participation in staff development workshop activities
   (1) Summers 1 2 3 4 (67)
   (2) Breaks during the school year 1 2 3 4 (68)
   (3) Weekends during the school year 1 2 3 4 (69)
   (4) Other - (please explain) _____

7. The most feasible way to learn the skills and knowledge identified in Part II of this survey
   (1) Short term workshops 1 2 3 4 (70)
   (2) University coursework 1 2 3 4 (71)
   (3) Consultants' visits to campus 1 2 3 4 (72)
   (4) Instructional materials such as film strips, books, self-paced learning packages, etc. . . . 1 2 3 4 (73)
   (5) Other - (please explain) _____

8. The overall involvement in part-time faculty staff development activities by
   (1) Full-time faculty 1 2 3 4 (74)
   (2) Part-Time faculty 1 2 3 4 (75)
   (3) Administrators 1 2 3 4 (76)

No Opinion 1	Not Desirable 2	Somewhat Desirable 3	Very Desirable 4

9. The most favorable time frame for staff development activities (Please check one)

(1) 1/2 day	1	2	3	4		(77)
(2) 1 day	1	2	3	4		(78)
(3) 2-3 days	1	2	3	4		(79)
(4) 1 week	1	2	3	4		(80)
(5) 2 weeks	1	2	3	4		(1)
(6) Other - (please list) _____						

10. For off-campus programs is there a maximum average cost per day above which you would normally not pay? Please check one (2)

____ (1) $10.00 ____ (3) $20.00 ____ (5) $30.00

____ (2) $15.00 ____ (4) $25.00 ____ (6) Other $_____

11. Please check those months of the year which are particularly convenient for staff development workshop activities.

____ (1) Sept(3) ____ (5) Jan(7) ____ (9) May(11)

____ (2) Oct(4) ____ (6) Feb (8) ____ (10) June(12)

____ (3) Nov(5) ____ (7) Mar(9) ____ (11) July(13)

____ (4) Dec(6) ____ (8) Apr(10) ____ (12) Aug(14)

12. Part-time faculty members should be required to participate in staff development activities as a part of their commitment to the teaching profession. (15)

____ (1) Yes ____ (2) No ____ (3) Not certain

13. Part-time faculty salary increases should reflect direct participation in staff development activities. (16)

____ (1) Yes ____ (2) No ____ (3) Not certain

14. If in-service university credit can be arranged for staff development workshops, would you take advantage of the offer? (17)

____ (1) Yes ____ (2) No ____(3) Not certain

In the space below, please make any comments you wish about the in-service staff development training of part-time faculty.

APPENDIX C

Study Advisory Committee

STUDY ADVISORY COMMITTEE

Administrators

Dr. Judith Eaton - President

Dr. Dale Johnston - Assistant to the President

Dr. Jerry Young - Dean of Educational Services

Full-Time Faculty

Ms. Joan Doggrell - English

Mr. Arnold Friedman - Electronics

Mr. Richard Nuzzo - Developmental Education

Ms. Betty Scott - Management

Mr. Jim Smith - Fire Science & Safety

Part-Time Faculty

Mr. Doug Atkins - Electronics

Mr. Bob Higgenbottom - Electronics

Mr. Duane Morlan - Drafting

Mr. John Newsom - Math & Science

Mr. Larry Snow - Drafting

APPENDIX D

Computer Programs for Data Analysis - SPSS

COMPUTER PROGRAM FOR DATA ANALYSIS - SPSS

Administrators

System Control Cards

RUN NAME	ADMIN
VARIABLE LIST	VAR01 TO VAR56
INPUT FORMAT	FIXED (3X,56F1.0)
N OF CASES	13
INPUT MEDIUM	CARD
FREQUENCIES	INTEGER=VAR01 TO VAR56(1,5)
OPTION	8
STATISTICS	ALL

READ INPUT DATA

Survey Response Cards

FINISH

END OF INFORMATION

COMPUTER PROGRAM FOR DATA ANALYSIS - SPSS

Full-Time Faculty

System Control Cards

RUN NAME	FT FACULTY
VARIABLE LIST	VAR01 TO VAR56
INPUT FORMAT	FIXED (3X,56F1.0)
N OF CASES	73
INPUT MEDIUM	CARD
FREQUENCIES	INTEGER=VAR01 TO VAR56(1,5)
OPTION	8
STATISTICS	ALL

READ INPUT DATA

Survey Response Cards

FINISH

END OF INFORMATION

COMPUTER PROGRAM FOR DATA ANALYSIS - SPSS

Part-Time Faculty

System Control Cards

RUN NAME	PT FACULTY
VARIABLE LIST	VAR01 TO VAR93
INPUT FORMAT	FIXED (3X,56F1.0, 21F1.0/17F1.0)
N OF CASES	195
INPUT MEDIUM	CARD
FREQUENCIES	INTEGER-VAR01 TO VAR93 (1,5)
OPTION	8
STATISTICS	ALL

READ INPUT DATA

Survey Response Cards

FINISH

END OF INFORMATION

APPENDIX E

General Comments from Part-Time Faculty Regarding
In-Service Staff Development Training

GENERAL COMMENTS FROM PART-TIME FACULTY REGARDING
IN-SERVICE STAFF DEVELOPMENT TRAINING

Many or most of the instructional development and delivery suggestions I covered in education classes in college.

I believe your professional education, including increment hours should be compensated for on the salary scale.

Number 12 and 13 should both be yes or no.

I teach one night a week for a very nominal salary. I do it because I enjoy it. I firmly believe the best way to deplete a part-time staff is to try and make them attend workshops that have little or no relationship to their field, and have little or no effect upon their professional status upon which their livelihood depends. And then to ask if we would be willing to pay? Please!

The field of accounting is somewhat different than other subjects; the goal is precise and all the parameters are defined: preparation to become a professional, ie CPA. The steps along the way are also defined; this is all contrary to most other general education classes. Therefore much of the aforementioned data does not apply as far as structured class preparation, assignments, and teaching is concerned. Accounting is structured and the teaching of it is a quite well defined series of steps.

Levels of existing training and experience with higher education teaching must be a consideration in identifing participants for workshops. There are a number of areas which may take priority over workshops to improve instruction.

Items 12, 13 and 14 above if implemented could possibly promote a situation similar to the upgrading of teachers salaries by the taking of university courses (this exists in the public school system). Attendance at staff development activities would not necessarily reflect a part-timer's ability. Many may not need to participate depending on the depth of the activities offered. I don't know if it is possible to measure a faculty member's competency and commitment to the community college philosophy simply through physical presence at workshops. Perhaps pre and post evaluations of some type (good luck here) are the answers. I'd like stronger evaluations for full-timers also.

I feel in-service programs that are optional with motivating factors such as money, credit, etc. seem to be most successful.

Would like to see part-time faculty included in full-time faculty staff development activities. Also, would appreciate voice in text selections.

Much of this survey is not applicable to me as I teach an acting class. It's more of a continuing workshop than an actual academic class. For myself I feel no need for development workshops!

Your first objective should be to get instructors that have some knowledge of their field. Then give the students what the school promises in the catalog.

Development and in-service should depend on experience, area, changing needs and available time.

Regarding items 12, 13 and 14 this training should be required only of those who do not have this type of course through other means, i.e. degree in education.

Many part-timers know their subject but don't know how to teach. Too many are simply handed a textbook and sent to the classroom with no further follow-up. This reflects on the perceived quality of education at CCCC. As a competent part-time instructor - I resent these lack of controls over my peers.

The idea is fine, however, as a business owner the demand on my time just to teach and prepare classes is very great. Additional free time would be a hardship.

More varied agenda.

Strongly suggest that the part-time faculty present a seminar to let the full-time faculty know what's going on in the real world.

Raise requirements for part-time staff to include six credit hours of educational methods.

Compensation, course credit, recognition (certificate or other).

If "lesson plan" instructor would practice what he taught we would be on schedule.

I teach part-time to pass along whatever knowledge I may possess of data processing, not for money. The compensation I receive for my time is appreciated. If teaching is to become my profession (i.e. outside training, seminars, course work, etc) I would expect my compensation to reflect the same.

Part-time staff are just that, part-time. Most have other

full-time jobs. If they are trained and qualified educators, graduates of Schools of Education with master's, they have had these skills. For others, university course work should be made available. Some of the skills noted for developmental instruction should be better handled by the appropriate lab. The course work, lesson planning, testing skills, etc., should be a part of their expected skills; prerequisites to teaching courses at CC. If, because of programmatic needs they lack these skills, ask them to attend a course at UNLV and CCCC pay the bill.

Today's program interesting and beneficial. Some parts of the program too rushed--need more time.

Very good to some extent, but it is to long. Also we should be paid for the day.

Very informative - we feel more like part of the team.

Establish double line for buffet during break period.

Terrific! We need more of the same. Beautifully presented. Motivating.

Definite need to find out particular benefits such as, health, free hours to compensate for other classes we want to take.

I appreciated 1/23/82 faculty training! Would be helpful to have basic orientation on college policy/procedure.

I've had no staff development training in my 2½ years at CCCC. Sure would enjoy it if offered.

Time is a real problem for these. There are too many conflicts. I keep in touch with full-time instructors in the field, as well as reading periodicals and books in the field.

More pay or cut rate to $5.00 per credit hour for instructors.

Teachers shouldn't have to pay to participate! They should be paid.

I have not participated in the staff development in-service for part-time instructors as I have only been at CCCC for three weeks. The prospect definitely interests me.

Teachers should be paid to participate not asked to pay for a workshop to prepare for a specific job.

Pay the faculty for the time involved in any program.

Part-time staff involvement should be individually determined by assessing previous experience, education and present performance.

Necessary inconvenience in personal schedule.

As an AIB instructor of only principles of banking, I am not interested in staff development training. I have had a good reputation as an instructor for the past five years. My students learn the course content well and I have received very desirable critiques from student which have been submitted to CCCC. If forced to participate in staff development, I would consider resigning my part-time position as an instructor. I teach for the enjoyment and self-esteem and not for the money.

This questionnaire does not effectively cover the part-time faculty who teach a community service course in a rural area.

I feel community service courses are recreational rather than academic, and do not require training workshops to teach their specific subject.

All I desire at this point is to have had orientation to the college process. No one gave any instruction as to collection of IBM cards from the students, or the possibility of teaching a class without a textbook. It would be nice to know these small details before I walked in to my classroom.

For part-time faculty who work a full-time job and teach evenings time is a critical factor . . . add a family and church/civic responsibilities on top . . .

Little pertinence in my field - as my expertise was gained in the professional field as opposed to higher education.

Really, I do not see it as a requirement. The handbook is entirely satisfactory!.

Those of us who are experienced teachers do not need basic education in-service. Remember, part-time instructors are already committing themselves to giving of their spare time.

The majority of part-time faculty on the CCCC staff are professionals in their field and this is the basis on which they were chosen. Some type of auditing program might be desirable as to their teaching and communicating skills but blanket training programs, in my opinion, would be costly, yet not cost effective.

We need to provide for a consistent curriculum on in-class material covered by teachers of the same subject.

My present occupation includes the development of curriculum, lesson plans, test and exam questions and text in the the area that I teach. My answers are based on this fact.

Super idea - if for no other reason except to establish a forum for the exchange of ideas among part-time and full-time faculty.

The part-time faculty is already overworked and underpaid. The enactment of any new program discussed here would only serve to widen the gap.

Part-time staff members usually have their primary career to give first priority to. Even some summer sessions are out of reach.

Wish you had done it five years ago!

Any training which could be done on our own without more time away from home. We work full-time and teach part-time. Any additional time requirements are difficult to meet.

Training should be within divisions/areas; i.e. all English together, Science, etc.

Really enjoyed the first attempt to get us all together. Great Job!

I think significant progress can be made when administrators and full-time faculty stop treating part-time faculty members like second-class instructors. In some cases our training is equal to or greater than that of full-time faculty. The same can be said of our skills. I think in-service staff development training should be the same for all faculty members, whether full or part-time.

If student feedback pertaining to instructor is very positive I don't see the need for workshops and development training for that instructor.

I have staff development at my full-time CCSD position and keep my teaching certificate current.

Part-time staff receive on the average about $10.00 an hour. If attendance at these workshops is required, I believe we should be paid $10.00 an hour for attending. In this way the workshops would have to present the material in a well organized and precise manner.

The last meeting I attended we filled out a questionnaire, a W-4 form, and listened to two speakers say the same thing they said the year before.

Please remember, the part-time faculty is the backbone of your college. If they are harassed into forced attendance of workshops whose value is questionable, they may become disenchanted. As a result you may lose a number of your good part-time staff.

The need for in-service training could be lessened if:

(1) the initial selection process was more deliberate.
(2) department heads were more directive.
(3) there wasn't such a turnover in instructors.

Could part-time instructor dissatisfaction be due to:

(1) not having input into text selection.
(2) text selection changing too frequently.
(3) 40 plus per class.
(4) not knowing if you are invited to teach again except by looking in registration bulletin.
(5) not being told why you aren't invited back.
(6) no place from which to work.
(7) having to ask for more salary; arbitrary approval.

My commitment is to my students, and I accept that commitment very seriously. I have my students complete a faculty evaluation on me each semester and I take their criticism as input for my own professional development. I consider their evaluation to be the most important with respect to my own self-improvement.

I do not support any faculty meetings or workshops except the meeting prior to the start of the fall semester for purposes of orientation, etc. Instead of wasting time at meetings, I spend the time researching changes in accounting theory so a practical aspect may be brought into the classroom.

Levels of compensation based on attendance of meetings and workshops is ludicrous. If the community college pursues this course of action, I would seriously have to consider severing my relationship with the college. I put a great deal of time into my course, and to receive less compensation than another instructor due to my failure to attend workshops would remove any incentives to better my course.

Your desire to assist part-time faculty in improving their instructional delivery is admirable. However, I feel your survey will do little to gain insight into the part-time faculty situation. It is remarkably self-serving in its wording. If section two is aimed at determining a need for in-service training then I'm sure you'll get what you want. Who could give anything but fives to those items; they are the essence of good instruction and can not be taught in pre-programmed staff activities.

If you are interested in part-time faculty output you should take more interest in our personal attitudes. I, for one, resent the patronizing attitude shown us by administration. We share the academic qualifications of our full-time counter-parts (or should if we are teaching transfer credit courses) and wish to be treated accordingly. I do not wish to be "instructed" by full-time faculty or administration. I would, however, welcome academic

discussion between equals regarding course content. In fact, this did at one time take place at CCCC, when part-time people worked for small, specific departments and not some all encompassing business office. Which brings me to my other "complaint" if you will, depersonalization.

I feel an increasing depersonalization of the part-time faculty position and this will effect attitude. Every semester we work under a different advisor and have less and less contact with our full-time departmental counterparts. My most intimate and only regular contact with the school is now with a third level file cabinet drawer in someone's empty office. At one time, I received my mail in a box in my department which facilitated contact with my colleagues. This change alone has done much to decay what was once a cohesive, strong department.

As for your once a semester faculty meetings, I no longer attend them because I have found that due to their size they are overly general and altogether uninformative. In fact, they seem something on the order of a pre-semester pep talk, for which I feel no need.

ERIC® CLEARINGHOUSE FOR JUNIOR COLLEGES
UNIVERSITY OF CALIFORNIA

MAR 16 1984

8118 Math-Sciences Building
Los Angeles, California 90024